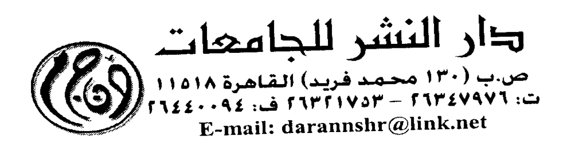
Guidelines for Teachers
The Effective Role Of Students in Learning

BY

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(Tribute)

The Effective Role of Students in Learning is important to EFL teachers working in the field of EFL teaching. For this reason, the researcher tries to develop some sub-ideas closely related to the idea under research. Chapter one presents the demerits of the traditional approaches of teaching. Highlighting the fact that learners are the main target of the educational process, the researcher is interested in pointing out the actual capabilities of students. Participation among all the members involved in the educational process is stressed. Moreover, this preliminary work manipulates.

how reading and writing should be taught.

To conclude, it's hoped that this suggested research work would be beneficial to EFL learners and decision makers in the Ministry of Education.

Prof. Dr. Adel I. El-Banna
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Preface

This age is coated with tremendous challenges and threats. human knowledge has augmented so rapidly and intensively that updated technology is avid to decide man's destiny. Despite the enlightenment and luxury sprung, crazy science still aspires to suffocate man in turn. Guided–missiles, supersonic aircrafts, lethal nuclear weapons, biological modifications, flagrant telecommunications and terrific bombings are lamentably the sordid face of awaited modernity. Consecutive developments testify that science gasps its last breath spilling the remnant secrets in the cup of knowledge all at once.

It's now our firm obligation to set up a well-planned, affluent, flexible and all-out educational array. Such an array necessitates a unified work on all levels and congregating funds, experts and geniuses to formulate more powerful and productive approaches.

From the outset, specifying one's purpose or objective is a decisive factor. Work and precisely faithful, diligent work is the major key of success. We are evaluated by the quantity and quality of our work. Actually, no one is utterly perfect. We are born ignorant, but we have the faculty to learn through our senses. People learn from birth to death and they do not reach the roof or summit of knowledge. **Prophet Mohammad - Allah**'s prayers and peace be upon him urges us to learn incessantly in:"Knowledge is but by learning." **The Prophet - Allah**'s prayers and peace be upon him also said: "Make it easy and do not complicate and give good tidings and do not alienate."

The school does not exist within an ivory tower; it is an active institution in the society. Theoretical and phony education leads backwards unless it is melted into lively experiences. Amounting to perfection is a commendable desire, so we have to know ourselves and determine our ambitions. Knowledge and perfection are two basic characteristics of versatile teaching. Teaching is a continuous process. Teaching is the major process in life. Without teaching, there are no scholars; there are only illiterates. As lord Alfred Tennyson says in ***In Memoriam:*** If all was good and fair we met This Earth had been the Paradise.

Chapter one
Approach Modification

Traditional Approach and Dangers

What is Teaching?

In general, teaching consists in the transmission of knowledge from one generation to the forthcoming one and it may be a formal process through school or informal through the family or friends. Conforming to this broad and comprehensive sense, teaching includes all our life on earth. People teach one another and they also learn from themselves. Prophets were excellent teachers in conveying their missions to all humanity. They used various ways of convincing: preaching, narrating, instructing, advising and so forth. It holds true that "enlightened, emancipated teachers lead communities and nations....They reveal and elaborate the secrets of attaining higher values in life....teachers are the torch bearers in creating social cohesion, national integration....They not only disseminate knowledge but also create and generate new knowledge."

In particular, teaching a foreign language means conveying that language as it appears in the practice of native speakers: in their cultures, knowledge, customs, traditions, philosophies and their way of life in general. This straight definition indicates that English, as a second language, needs assiduousness and effort in its acquisition. We are in need of learning a foreign language in order to acquire its people's culture, civilization and knowledge which may be greatly advantageous and beneficial and, at the same time, it helps keep ourselves far secure from their evil consequences.

Old Approaches

Second language learners suffered greatly under the traditional approach. Arid courses were arbitrarily imposed on the students irrespective of their ways of thinking, levels of understanding, human needs and periodical growth. So they may be called haughty approaches. Subject matters being thus detached from humanitarian considerations led astray to serious educational

calamities. The following pages divulge grave deficits of such debasing approaches.

Defects of Old Approaches

Theoretical orientations:

Foreign language learners were looked upon as adult creatures of disciplined behaviour and ad-lib understanding. In the meantime, curriculum designers from ivory towers shot courses overflowing with dried up, abstract knowledge. This grave misunderstanding brought forth a wide gap among all parties concerned. Each party was separated away in a different canyon and they moved aimlessly back and forth in a vicious circle. The designers, the teachers and the students never found such a close link that abridges their different orientations. The designers composed courses, never imagining such situations in which the teachers had to relate abstract knowledge to practical life. Students turned into that educational loss had to memorize unspeakable knowledge and then come to vomit them like machines at the end of the semester or year.

It was that educational theories that oriented the interests of the designers, teachers, parents and students because they constituted the basic material for an exam. There should have been a just equivalence between the theoretical and the practical; life itself.

Grammar was taught by deduction. The teacher just repeats silent grammatical rules and illustrates them with mere rigid examples, regardless of their social and communicative use. The recipients' turn was to learn the rule by heart utterly for the exam and recruitment of grammar and vocabulary was thrown to the winds.

Vocabulary acquisition also underwent the same unsuccessful operation. Mere words were to be crammed into the minds of students, without eliciting them with expressive sentences, pictures, charts or putting the words into various contexts: giving the anonymous, the foreign or native language equivalents, the opposite, words of the same origin, conjugations, etc.

Overlooking the impact of society

The school exists in a community; it can't be separated from the predominant influence of society. They adopt religion, traditions, values, objectives, problems, aspirations and policies. Textbooks have to abide by these accounts and nurse the suckling pupils. Inasmuch as these books keep allegiance to the above stated matters, we could reap the fruits of good and disciplined citizens. Foreign language cultures are important as long as they correspond to our principles and religion. We could profess what is appropriate, useful and forsake the otiose. In general, the nature of complex modern life should be taken into account when designing curriculums.

Indifference of students' needs

Previous approaches were, as was said before, haughty approaches. Curriculum designers neglected the free-will and the independent personality of students. It had missed them that the child is an intelligent and sensitive creature who could compare and analyze the things around them, who relates the abstract to the concrete. Children wouldn't work under psychic tension. **The Counseling Learning Approach** suggests that students could make good progress by eliminating psychological barriers. Language learning situation should be an enjoyable and an encouraging process. In the **Whole Language Approach** the teacher guides students' development according to their language needs.

Disregard of students' growth

The child does not come of age abruptly. His body, as well as his mind, grows and prospers periodically. Traditional curriculums ignored this concept to some extents. Learners were coerced to memorize a great number of separate subject matters in subsequent stages of child language acquisition. Normally each stage has its characteristics and demands which surely differs from upcoming stages.

Curriculum Improvement
A Movement for Change

Anticipated Curriculum

It is postulated that human thinking progresses speedily as we advance in time. Scientific research has recently multiplied testifying the infertility of traditional syllabuses. Throughout the ages, we could see man's ambition leading him to discover what is new and innovated so as to improve his way of thinking and standard of living. The curriculum has now changed to cover all the activities and processes required for child language acquisition and for the complete development of his personality.

Suggested Definitions

The curriculum is not merely such rigid subject matters forced on students. It is a medium through which they obtain the beneficial experiences and knowledge necessitated for their forthcoming practical life, all to be in school through a vital and helpful environment. Todd defines the curriculum as:

"The planned educational experiences offered by a school which can take place anywhere at anytime."

The basic function of curriculum is one of academic upbringing. Students study principles of righteous behaviour, problem-solving situations, philosophies, scientific theories and all that equips the student with knowledge to behave systematically and think for themselves. It aims at implanting ideas and concepts into students to grow a mature and reasonable personality. Terry Valiga and Cathy Magel refer to:

"A Sequence of experiences set up by the school to discipline students in groups of ways of thinking and acting...cultural 'training`."

The curriculum reflects the constant relation of people trying to identify things, explore, install, modify and create. It is "a means to facilitate the growth of students." In this case, the curriculum is

more like a human being that reacts to reality, penetrating through the details of man's meticulous study of nature and recording the outcome of his contemplations, achievements, experiences and discoveries in a clear rational and sensible fashion. Having been acquainted with previous endeavours to unveil the secrets of the universe, students are then to be more and more knowledgeable to build upon fermented experiences reproducing new ideas and applications to be added to the balance of human knowledge.

The curriculum encloses the goals of the community at large, the objectives beyond teaching the course, the body of subjects and issues (the content itself), the processes adopted to convey the content, the equipment, materials, funding and finally constant evaluation of student development at school and remarkable change through informal institutes of upbringing. The curriculum is not only content; it encompasses all components of the educational system.

Curriculum Improvement

Education is not an arbitrary process. It is an advised, sedate institute where all potentialities and energies, including the designers, philosophers, psychologists, teachers, parents and students could be exploited to the best use. Traditional approaches didn't consider the personality and humanity of students.

Curriculum improvement is that modification caused in the different components of curriculum regarding the philosophy of society, current developments, restrictions relating to the society's acceptance of such developments and its ability to change and students' nature and needs. Florian ColCeag (2001) asserts:

"Social structures require educational structures that are able to assure the adaptation of younger generations to social or economic realities."

In the following lines, we will state some of the most preoccupying strategies of improvement.

Observance of society's aspirations

Foreign language schools should be settings for implanting our society's religion, values, customs and traditions. A close analysis of the society's conditions and requirements is always indispensable in any attempt to design curriculums. Besides, a cautious and deliberate acquaintance with foreign cultures, their positive participations in the progress of humanity and the achievements of scientific research and information technology, where an incredible number of books, researches and a variety of writings in different branches of knowledge virtually enriches the learning experience and makes the society on the whole more powerful and steadfast to catch up with the frightening speed of changes in the modern world.

Perception of individual differences

Children are not to be overburdened with what is out of their abilities. Every one has certain special qualities and faculties, either super or lower. The teacher must have cognizance of the fact that it is not the great majority that would understand at first time. He doesn't direct his teaching to the elite few. He should have patience and the material is to be handled by the great majority of the class. It is to be borne in mind that each class has such differences. Group teaching may be useful to meet the needs of learners with diverging levels. The teacher may divide the class into groups and each group may have a teacher or a brilliant student to treat different problems students may come across. Curriculum planners diversify the material they provide and some repetition may be added for more clarification.

Awareness of students' growth and needs

The child undergoes different phases in his growth, starting from babyhood to youth and each phase has certain potential prerequisites. Child curiosity awakens when he opens his eyes to the surrounding things and makes curious inquiries in a permanent pursuit of the essence of things. So the curriculum is built upon the concrete from the very beginning and gradually complicates to the

abstract. Besides, subject matters and the information included are to be sequenced all along the different stages of education. For instance, in the **Core Approach** children begin to learn what is common about culture and they specialize later. So, what is to be studied at first stages may be repeated over and over but with more complexity according to child's growth.

Student activity

The school day can be divided into different sections. One section is scheduled for subject matter acquisition and another for child activity where the child finds enjoyment in practising various kinds of activities: scientific, cultural, sportive and social. **The Activity Approach** suggests that students could develop language through planting or playing, for example, where the teacher points out the miscellaneous processes needed in planting in the native language first. Then he discusses concepts using the foreign language and children respond as far as their language goes. Students, therefore, increase their vocabulary in the agricultural branch or in sports by having the instructor explain variant positions of players and tasks. The team may run a discussion or use the language to communicate during their play. Similarly, the **Project Curriculum** expresses the idea that via the execution of a certain project (jam-making or afforesting for example) students learn vivid experiences and language is well-developed by removing the psychological tension resulting from traditional subject matter acquisition.

Meanwhile, the teacher provides only necessary fragments of information that facilitate communication and enforce their collaborative work toward the assigned destination. Jones(1982) visualizes:

"The teacher becomes the controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go."

Classroom activities through role-playing, visiting school library and discussing assigned readings and bringing forth their innovative experiences into school activities help reinforce learning

and polish student language expression. Richards and Rogers view language as:

"a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals."

Teacher preparation

This area of study deserves a great deal of elucidation. This chapter being concerned with having a general critical look into curriculum and teaching, we will just focus on the urgent need for preparation. It is not mere knowledge that creates a good teacher. The teacher is to be familiar with latest developments in educational researches. "The curriculum of the school, its actual transactional modalities, examination system, management processes and its ethos need to be the main thrust areas of teacher education programmes." In addition, teacher preparation programs, either short sighted or long term are published for teachers to join. Teachers may receive such programs either in Egypt or in foreign countries by means of granted scholarships. Intensive and continuous training is also a persistent necessity.

Some programs for preparing teachers in- service according to the Drafting Committee of the National Council for Teacher Education, India 1998 are:

"attachments, visits, national exchange programs and international study visits...international trends, internationalism, multiculturalism, multi-racialism."

Teacher preparation strategies vary. The Face-to- Face Model allows interactive dialogue. The key resource teachers in the Cascade Model get training and then they train resource persons who train teachers. The Media-Based Distance Model through the use of audio and teleconferencing train target groups: principals, supervisors, librarians, etc.

Transactional strategies might comprise: case study, panel discussions, seminars, brain storming sessions, small group technique, project work, symposia, library work and lecture com-discussion. (The Drafting Committee)

The teacher's turn is renovated modifying methods to cope with the content. Evaluation is centred on the validity of inputs, logistics' care, the reading materials offered and how far the participants have benefited. Moreover, teachers' use of teaching aids has become almost a must for such increasing number of students in our schools.

On a general plane, preparation ought to furnish teachers with various ways of setting up productive societies and positive generations that rise up to the responsibility of decision making. Finally, we would like to confirm the importance of continuous reading and persevering research on the part of foreign language teachers.

Improving curriculum components

Elements of curriculum were considered separate parts of the educational process. Actually there is no such separation or barriers. Curriculum components, consequently, are in continual mutual integration. The components of curriculum are:

1- Objectives

2- Content

3- Teaching Methods

4- Teaching Aids

5- Evaluation

We will explain them briefly as follows:

Objectives fall into two sections:

- General objectives

- Specific objectives

The general or long-term objectives are the objectives expected to be achieved after a long period of time (may be years and years), while the short ones are easily attained by the end of each lesson. Our concern now is that the teacher bears these

objectives in mind all the time and all parties involved evaluate the educational system in agreement with this fact.

Content

The content is that textbooks decreed on students in a certain period of time and they should be apt to be changed according to latest improvements. Courses, thus, ought to be vital, active, favourable and beneficial instruments to students. They are to respect students' individual differences, their language needs and periodical growth. From the concrete to the abstract courses are established.

Teaching Methods

Teaching procedures vary conforming to the nature of the lesson. An equal balance is to be created between what is theoretical and what is tangible. Teachers shouldn't focus on the false, infertile strategy of memorizing or vomiting. They endeavour to make a piece of information as simple as possible by comparing, eliciting, giving examples from life or by narrating an incident or story. Constant research and experience are very crucial in this regard.

Teaching Aids

Verbal language is no longer sufficient alone. Teaching equipments such as the tape recorder, the overhead projector, the television, videos, the computer and the internet are major participants in effecting and figuring teaching.

Evaluation

Evaluation refers to the continuous assessment of all parties or members involved in education: planners, principals, parents, teachers and students. It doesn't confine itself only to the exam. It tests the validity of the courses, co-operation among the parties, students' physical, mental, social and psychological growth. The evaluation intended here is that which rewards and crowns the assiduous and assists and corrects the slow worker. It is a comprehensive process; it determines the validity and success of

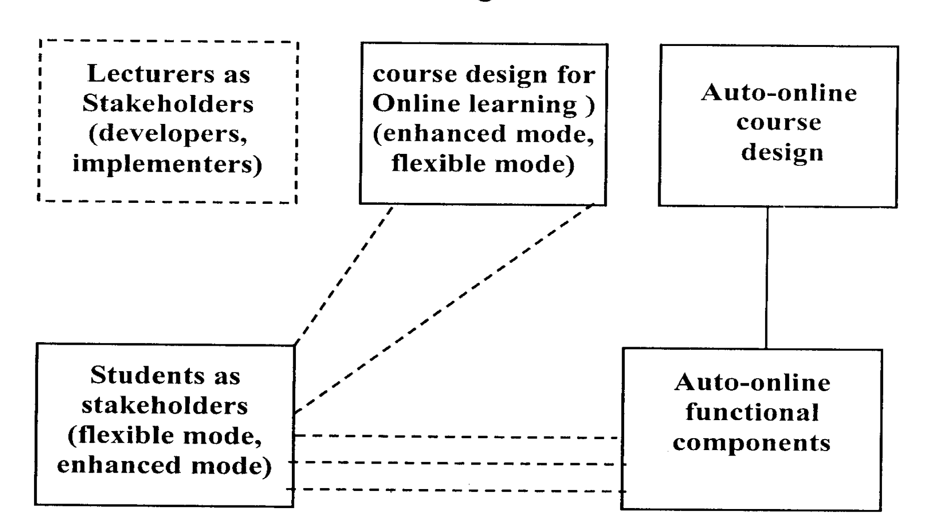
the philosophy beyond courses and of teaching strategies; it includes all aspects of the educational process.

Web- Based Curriculums

The worldwide web has massive servers processing a gigantic amount of data. Curriculums may include open classes searching the internet. The facilitator appoints a certain concept or topic and members of the class browse gathering significant information: details, facts and summaries in several domains of knowledge. The Global School Net Foundation (2003) lays the basis:

"Teachers become side by side learners with the students, helping them to use the technology in an environment which promotes cooperative learning, inquiry, investigation, and the development of higher-order thinking skills."

Students are cultured, investigate and learn freely without restricting their effort to the prescribed material in traditional syllabuses. Krassie Petrova and Rowena Sinclair view that students are 'stakeholders' motivated by flexible online learning models and enhanced by the course designs in Auto-online platform.


BBUS Programme
Lecturers as Stakeholders (developers, implementers)
course design for Online learning) (enhanced mode, flexible mode)
Auto-online course design
Students as stakeholders (flexible mode, enhanced mode)
Auto-online functional components

Chapter Two
Activating Relations

Family-School Correlation

The school is the formal institution which the society constructed in order to build up children in a regular and systematic fashion. At the same time, it is analogous to the family, which rears its children informally, in that they almost have the same objectives; that is, they aim at the entire development of personality.

Actually when this relation is incessantly confirmed and consolidated, the quality of teaching and education in general is promoted. Constant contact either by parental visits to school, reports or even telephone calls may effect a powerful and successful interaction. Above all, mutual understanding of the radical role of the school, reasonable discipline on the part of all members concerned in the educational circuit and real assumption of responsibilities help pave the way for the school to fulfill its commitments.

Lack of contact, on the other hand, breeds irresponsibility and enfeebles efficiency in education. Parents' inattention and sometimes indifference applauded by the school and perhaps school's frowning upon visits makes it difficult to find out students' readiness and real abilities and their anticipated future standards.

Supplying financial support, along with qualified and enthusiastic school management and teaching personnel, help provide necessary information regarding course objectives and school conceptions and overview of implementing curriculum components in the form of: school magazines, notice boards, newsletters, annual reports, ' parent-student-teacher conference' and organized or informal meetings. Wayne B. Jennings and Andrew D.Adelman stipulate:

"Information that may influence parents' perceptions of their children as learners, when they give parents a sense of efficacy, and when they make the parent feel comfortable with the school, parent involvement seems to be enhanced."

Private or group meetings, including teachers and parents tackling general aims, how to guide student learning and how to identify his abilities and erase learning hindrances. Swap states:

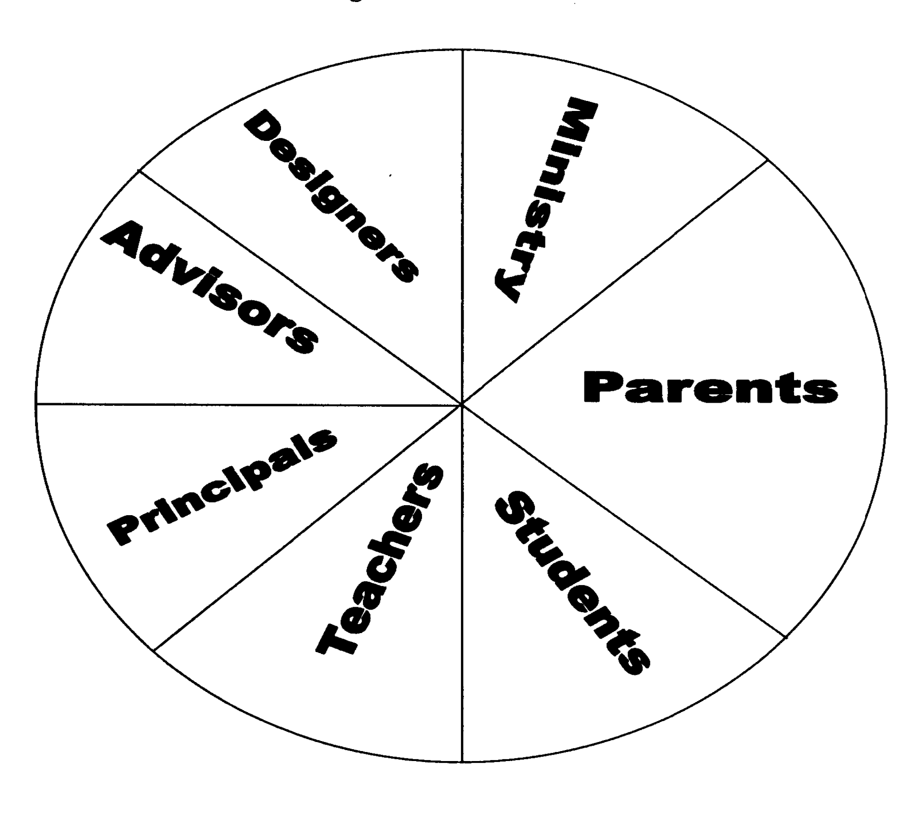
"The key is avoiding a foreboding, institutional atmosphere and creating a more home-like, human-scale environment."

Here comes the role of the principal and his teaching personnel to diagnose the pupils' aptitude for learning and provide forms and reports continually with regard to their progress. The social worker tries to spot mental and psychic problems by monitoring a pupil's behaviour: in the enclosure, during the assembly, in the classroom, in his relations with other colleagues and teachers, his facial expressions and frame of mind, etc. He may sit with the pupil and discuss points relating to his likes and dislikes, how much he clings to his colleagues and school and his familial conditions. Child's talents can be discovered through playing, drawing and behaving in certain ways. Finally, the teacher or specialist hands a report over to the principal who may distribute copies of these estimates among teachers for proper treatment.

So co-operation among teachers is something essential. In fact, preparing reports and estimates about each child is almost impossible, but most efforts should be devoted to tangible and seemingly critical cases. School sessions may open the way for an exchange of ideas and views that may lead to definitive solutions and setting of new techniques and procedures to be applied by all members of the teaching staff. Another powerful way of identifying the educational process and evaluating its ramified constituents is the encouragement of doing fruitful researches. Seriated from international instructional to national, there can be estimates on the governorate, directorate or school levels.

Varied readings, pursuing research and multimedia resources update teacher's knowledge. Discussion in 'TAFE' makes the teacher well-acquainted with rejuvenated interaction processes within the educational system. Clare MacBeath elaborates that teachers are to be familiar with innovated and new developments in curriculums and accept them.

A teacher or a group of teachers may carry out researches in which they provide details about the actual state of affairs where they point out shortcomings and means of reform: the reciprocal relation among the members involved in the educational circle, hazards resulting from disintegration within the cells and the outcomes arising forth and hindering dynamic interaction. This is illustrated in the following circle:



* * *

Classroom Control

Virtually the classroom is, to some extent, similar to a kingdom ruled by the teacher to guide his subjects to achieve set goals and aspirations. Thus, a good teacher may also be an inspired leader. It is not sometimes easy to impose silence on the classroom. But sound "preparation, training, timing" break the ice before the teacher to manage the class efficiently.

Strong personality, self- control and knowledge are certainly major characteristics of successful teachers. Teachers' thorough study of religion, psychology and similar educational branches makes him knowledgeable and understandable enough of the natures of children and enables him to behave gently and logically. The teacher is also to be good-tempered, cheerful and exercising self-restraint and sedateness. It is crucial to "take the correct action in the right time frame", be quick and slow to take decisions and conclude judgments; that is, there are times which require the teacher to be improvised and he is to encounter unfamiliar and sometimes queer situations where deliberateness and good thinking is a prerequisite.

To create an atmosphere of kindness, affection and patience is of course a motive force in propelling forward the teaching vehicle. Kindness doesn't imply excessive leniency or rigorous authoritarianism, but it is something to keep order and quietness for the teacher to convey his message and for the pupils to listen and concentrate.

Definitely, teacher's general appearance and apparent cheerfulness will be highly appreciated by students. A teacher who always looks bright-faced and affectionate and who value and respect his students attracts their love and attention towards him. Frances Bates-Treloar states:

"Talk positively to the students even about their errors. Show them that we learn through making mistakes."

The teacher is potentially regarded as an ideal or a role model that is almost looked upon as a prophet to venerate and

subsequently follow. In psychology this is called metempsychosis or transmigration of souls. When the teacher projects the good image of a utopian instructor through his conduct, he inevitably succeeds in his mission.

Students would gather around a humorous, helpful and proficient teacher. They will be motivated and watchful to follow and get engaged in classroom procedures. A good teacher is to be shining and charming from ' head to toe.' With his clothing ironed and trims and his face bright and smiling, students are to be jubilant; they will keep looking at him and hold his eyes for fairly long time.

On the contrary, a frowning and gloomy teacher alienates students and results in mutual disaffection. A disruption of relations would ultimately spring out and an atmosphere of peevishness accompanied by black clouds permeate through the classroom. Barriers and barbed wires being thus placed, the communicative process would be hampered and prevented from continuing. Indeed, teacher's feelings, emotions and responses that are repeated become habits the teacher is to be known for. Students avoid asking being obsessed by teacher's repulsion.

The case is similar with a classroom that enjoys unlimited freedom. The leader tolerant and hesitant, the reign of power will be surely taken away from him and anarchy takes place. This is a great disturbance and chaos, the teacher trying futilely to regain silence and discipline. Consequently, it would be difficult for the teacher all along to have a good command over the classroom.

The teacher remains, however, the ultimate ruler and leader of the classroom. His instructions are always significant, his expressions repeated and his personality venerated. The impression that the teacher creates determines the kind of response to be from the pupils and the fewer the teacher's mistakes, the better will be his opportunity to control the class. When students realize that the teacher is firm and strict and there is no room for riot, they would of course commit themselves to silence. However, managing people is not enough, as 'leadership' requires that the leader "inspires his subordinates and set a good example by effectively

planning, organizing" and having knowledge leading to optimal results. A careful and profound examination of the situation, as well as thorough recognition of students' nature and needs provide a clear image for the teacher. The next step requires deep thinking and re-examination of the outcomes of the survey. He then assigns the different steps to be followed later and his exact role in executing them.

Another point to remember is that the teacher may act the role of a social worker. Getting information concerning students' identities, their social economic milieu, their prevailing responses, their actual capabilities and tendencies, an accurate diagnosis of such ingredients can't be made abruptly or rapidly, but deliberately after some time. The diagnosis also comprises strengths and weaknesses to be approached prudently and sensibly to get effective remedies. In the remedial phase, intensive care and precaution are considered by dividing students into groups and classifying them according to their individual differences. Every group requires a special kind of treatment to suit their varying grades and this apparent discrimination is utterly sheer equality. Such remedial work takes time and is done successively and persistently.

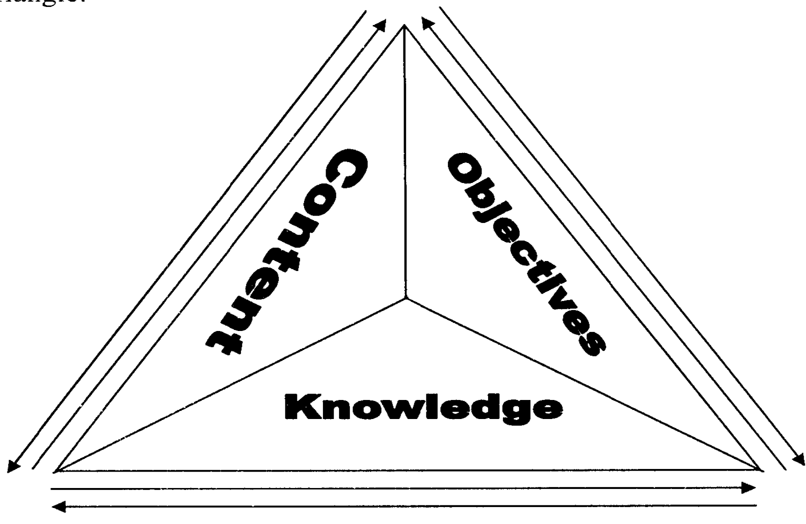
Ignoring the emotional side in learning deprives the educational institution of developing different areas of student personality and curriculum objectives. An intimate relationship making students feel that they are the actual manufacturers of learning flattens the land for them to take part and undertake real responsibilities. Todd M. Davis and Patricia H. Murrel assert:

"Institutions must work to create a climate in which all students feel welcome and able to fully participate....Outcomes are tied to the effort that students put into their work, and the degree to which they are involved with their study."

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Course Analysis

What is planning? How can a course be taught? Defining the term planning, the Longman Dictionary denotes: "To think about something you want to do, and how you will do it." The term has two sides: theoretical and practical. The theoretical side is related to the cognitive domain: the knowledge the teacher has in mind, the different topics and issues raised through the content and the objectives behind teaching the course. These are guidelines for the teacher and constitute an essential framework for the steps to follow. They are closely interrelated and there is a reciprocal interaction. This intimate relation is clear-cut in the following triangle:



Knowledge constitutes the base of the triangle and objectives and contents the other two sides. Educational, academic studies, various readings and language experiences build up teacher's knowledge. Objectives are general including: listening, speaking, reading and writing. Specific objectives are restricted to understanding that takes place upon each lesson or a group of

lessons, but which are interwoven with the general and add considerable contribution to them. Third and also complementary to the other components is the material of the content; namely, its versions, details, grammar, etc. The teacher's task is to strip the course of its generality and assorts it into weighty and practical areas of study; that is, he disassembles the course elements bringing up a rejuvenated and workable rearrangement with necessary modification, omission, re-moulding and addition.

Lesson Planning

Successful lesson planning generates good balance in the classroom and facilitates management and order. It provides a solid ground for the teacher to stand firmly on resolute and unshakable. An insightful and clear 'vision' of the exact place and motion, a sedate division of period and successful distribution of time are only allowed through compact, premeditated, intellectual preparation followed by accurate rough notes of the plan to be carried out.

So Dr. Manuel L. English states: "The leader must know where he needs to go if he wants his subordinates to follow. This, then, calls for the leader to fully understand his assigned mission thus employ effective communications skills to convey mission requirements to subordinates."

If the teacher precisely understands what is to be exactly done and attracts students to work together through the different steps of an overall plan; if he is proficient and owns powerful tools to convey his message and if students are responsive and feel responsible for getting over coming development impediments, the teacher's role minimizes and often most of the tasks would be undertaken by students. Dr. Manuel also assures: "It also implies that subordinates must have an excellent understanding of their assigned tasks and responsibilities if they are to give full support to the leader."

The teacher is to draw an ultimate goal or destination to reach encompassing the minute proceedings of daily classroom learning activities. It is "having a focus on the mission that needs to be

accomplished and then creating the environment," for students to produce advancement and learning themselves.

Unimportant details need to be crossed out and the teacher makes the preparation as precise as possible, assigning the appropriate time and effective techniques to present the principal points embodied in the lesson. Generally, an equal distribution of time is often necessary. However, the nature of the lesson, students' needs and understanding and teacher's mood may impose on the teacher the necessity to modify his plans and procedures. This may lead us to say that it is not what is assigned to be taught that generates improvement but what is really learned.

Obligations of the course as to the time assigned for covering the texts and the pace according to which they are to be taught may compel the teacher to take hasty decisions and thus accelerate aimlessly. Children at early stages are new learners of the foreign language and need wisdom and patience in what is to be presented to the effect that hurried actions may lead astray and waste the collaborated effort of the educational institution. Successful teaching certainly 'gets results'. A considerably long period of time may be, unfortunately, spent without practically attaining remarkable results. In such a case, most of the responsibility lies on the teacher who is the ultimate ruler and real executer of the educational strategies and who has a better opportunity to experiment with varying techniques and generate renovated methods. The adage says that: "One crowded hour of glorious life is worth an age without a name."

The pace of the lesson is to be varied in accordance with the significance and requirements of the topics and the type of information most convenient for students' advancement. Generally speaking, the pace is to be gradual, purposeful and consistent with students' grade levels. The teacher comes across a wide variety of abilities that wouldn't get reconciled at one stroke. Progression ensues from students' previous knowledge and heightens to the actual problem-solving situation. The pupils are to be successfully trapped into that interesting and stimulating experience producing fluent and original solutions. Repetition of concepts and building

upon the actual knowledge help fix what has been formerly learnt. This constant graduation of facts really sustains the link between the teacher and pupils and makes them mentally-associated.

On the other hand, teacher's presentation of new material phony and advancing speedily would give a good reason for admiration; but an admiration that has no bearing with reality. In this case, students might be shattered into three parties: one would lay most of the blame upon themselves abandoning the scene for no return; another might doubt teacher's competency seeking private tutoring; the last is the fewest in number and the pick who catches the teacher's far-reaching calling. When students don't find a close association and points of agreement, they would boycott the teacher's product.

The teacher may seem inattentive or unaware of those contradicting feelings that occur to students' minds. At this point, misunderstanding and distrust grow and flourish in a fertile soil of discrepancy. The pupils will only respond to the teacher when he states something they previously know or something that is complementary to their knowledge. Thus, mutual understanding and unity go hand in hand in the classroom toward precisely assigned destinations. This also indicates that the learning process is not randomly thought of, prepared for, organized and produced; but it has set goals and subsequently different stages to be pursued.

The learning situation is so varied and contains sundries of activities and tasks to be flexibly carried out in the classroom. Not all situations are the same to be faced simply and mechanically. Improvisation and flexibility help do the tasks accurately and properly. In this connection, the teacher examines several methods and techniques and, in conformity, professes relevant procedures.

It has been proved that a long-winded preparation followed by much talk and explication is passively deemed as taped or televised. Unfortunately, when students encounter new, foggy and bewildering language, they are likely to engage themselves into outside of the lesson affairs. The teacher should necessarily be up to the pupils' actual understanding, progress' needs and the steps exactly taken to comprehend a certain point.

Preparing a lesson mentally is fundamentally an urgent demand which manufactures productive teaching. The work of the intellect creates a versatile weaving of ideas in an order that makes the presentation process quite mechanical. The ideas are to be marvelously intertwined with aims that nearly every part of the body of the lesson might have an idea to do with a hidden aim. But the points of concentration are to be drawn to the most prominent aspects necessitated for language growth and reinforcement, since involving in laborious work to keep up with lengthy details will surely deprive them of the preliminary areas of study that are consistent with course objectives and, indeed, makes a waste of time achieving very little without any notable profit. Details are often needed in presenting new information, repeating a certain point over and over or relating the point to the preceding which needs also to be reiterated and elaborated. Repetition of primary rules and items encourages a largely increasing number of children to fix the image quite well.

Eventually, carefully assigning missions and rules is frequently blooming and effects unshakable equilibrium. 'Planning and assessment' are closely interrelated, where preset goals determine the appropriate type of assessment to be. With the instructor pressing buttons and signalizing movement, all the members of the class work and practise fervently, putting the projects on paper into action.

* * *

Chapter Three
Course Presentation:
Linguistic Considerations

Concept Application

We come to the practical domain where theoretical hypotheses are to be seriously and accurately applied in order to attain the desired results. Nemser and Feinman analyze three mental processes verifying the validity of teaching: how far the material is adequate, how the instructor masters it and how conscious he is of the effect of his instruction on learners. It really takes time to get a considerable progress. Some of teacher tactics may prove futile and need to be altered or adapted. The teacher has to be earnest, flexible and helpful varying techniques and activities to coincide with changing and unexpected learning situations. The following is a suggested strategy in teaching English as a foreign language in the elementary stages of education.

Sentence Construction

Forming a sentence is like building a house. There are different steps to build a house up, starting from the base up to the ceiling. Making a good sentence, of course, requires a lot of practice.

To begin with, the traditional step is always having children get familiar with the foreign language alphabet along with native language equivalents. Attention is to be paid, from the very beginning, to forming good habits: children learn the correct pronunciation of letters and their proper shaping in writing (the letter F\f might be capitalized or small all the time).

The teacher then starts uttering the letters using a stick to point at the exact letter and making sure children repeat correctly. He should also ensure that all of them repeat and are alert. The utterances may also include the native language counterpart, as hearing something said by the teacher is repeated and imitated by the pupils. The next step is a copying of the letters on their notebooks. Meanwhile, the teacher moves around the classroom to see that what is written on children's notebooks is typical of the letters on the board.

Vocabulary

The instructor then gets pupils acquainted with a considerable amount of concrete words and phrases that are to be commonly used in the forthcoming phases. The words are to be varied to encircle the different parts of speech: nouns, verbs, adjectives and adverbs, which are the basic components of the sentence. Perceptible things, feelings, experiences like: numbers, parts of the body, clothes, days of the week, months, seasons and jobs give a material background. Schools adopt this approach in the first two or three years study of English.

Children learning English only recently are more like raw sheets of paper to fill with workable information. The importance of grasping vocabulary relating to home, school, club, transport, etc makes a fundamental provision for the structural mission to come; that is, it is the bricks built upon structures. Having acquaintance with words like the following would make a good conversation later using the present simple, for instance, to describe the animals in the zoo:

- A giraffe- a lion- a monkey- an elephant.

It is interesting to have pictures attached to the words to indicate meanings followed by mother language counterparts. Children would be, indeed, enchanted by the pictures and would easily recognize the meaning implied. The teacher may get the pupils provide remarks on the animals by asking which is strong / beautiful / tall? That really motivates the pupils and makes them get out of boredom over the preceding lessons.

As for practice, copying is a traditional procedure. But before going into the testing process, we identify things: What's an exercise? What does it aim at? It is a question or a group of questions on the material being studied to be answered by both the teacher and students or by students alone. The advantages of an exercise are numerous:

- It tests students' comprehension of what was formerly studied or has just been taught.

- It gives the teacher a fair image of children's actual readiness for language learning, their talents and prospective achievement. But it is not judged at first sight; it gives only hints that need to be investigated afterwards.

- In later exercises, strengths and weaknesses are to be re-examined if the same mistakes are repeated and there is some degree of reliability. The diagnosis has to be valid and offer appropriate remedies.

- Remedial work is also possible through exercises. The teacher walks around the classroom, checking pupils' work and pointing out mistakes.

- It provides a vivid material for upcoming classroom discussions. It makes the teacher get so close to the pupils and enables him to identify deficiencies to be elaborated and solved.

Regarding copying, children trace letters and copy sentences. Children thus improve their handwriting by following correct shaping. A clear distinction between capitalized nouns (i.e. people, countries, cities, etc and those which are not capitalized serves communication later).

There is another type of word-recognition in which letters are missing and need to be added to make a correct word and then matched with similar pictures. Children may also cross out inconsistent parts of speech, meanings, derivations, differences in gender, etc.

Getting children learn vocabulary as assigned homework is often most efficacious. They memorize the words putting them in sentences or having sentences jumbled to insert the correct words in the right spaces. In such a case, children have enough time to write the words over and over until they distinguish the different letters forming a word. A significant point to remember is that the teacher should always stress the necessity for accurate memorizing and correct spelling. When the pupils notice that the teacher is tolerant of errors, they wouldn't have a tendency to memorize carefully, for simply instructions weren't tactfully and unhurriedly given. That is

how habits are cultivated. The pupil who, now and then, senses a feeling of dissatisfaction expressed or showed by the teacher will be more cautious to avoid committing mistakes.

At the beginning of the following period, the teacher goes around the classroom asking for the foreign language meanings or mother language equivalents. During such an interrogation, he rapidly waves to the pupil who has just answered correctly to write down the words on the board. Without having to wait until the pupil finishes the attempt, the tutor moves on questioning and encouraging children to practise the foreign language orally. At this point, he stops and attracts the pupils' attention to the word to judge whether it is right or wrong.

In this evaluation process, children learn self-criticism and critical thinking and realize how to shun artless and reckless errors. Having a word rectified will be of great benefit, the teacher doesn't advance until he is to be wholly aware that a great number of children carry out their tasks well.

Teacher's work is to be diversified showing pictures, drawing on the board, miming (i.e. using body language where facial expressions, sentiments, approval, disapproval and praise play an impressive role). Hand gestures are also helpful in conveying the meaning easily. At the beginning, verbal language may be used along with body language so that a common language can be created in the classroom. Body language might be used separately to effect greater pace.

Pronouns

Discerning that nouns are used as subjects or objects of sentences, pupils come to know that there is an alternative for nouns which is commonly used in both spoken and written language. These substitutes of nouns are called pronouns. Four main kinds of pronouns are important in the elementary phases: personal, object, possessive and reflexive.

As for personal or subject pronouns, children get to know that each one of these is used as subject of any given sentence. By this,

they are able to establish the first constituent of sentence. They also distinguish different uses with auxiliary verbs: to be, have and do according to gender and number.

In the objective case, they learn to use pronouns to avoid repetition coming from the use of nouns. By possessives, they attach things to their owners and strip them of their generality. Reflexive pronouns refer to what children do by themselves.

Noteworthy is the fact that pronouns can't be presented separately; that is to say, there is an urgent need for illustration by way of simplified sentences pointing out exactly the function of pronouns. Let's look at the example:

-<u>I</u> meet <u>him</u>.

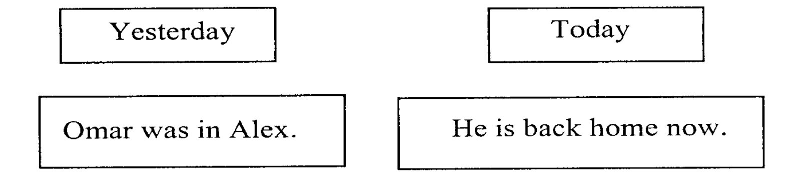
It is obvious that the first underlined pronoun (I) denotes that the speaker is the doer of the action, while the object pronoun (him) is one that receives the action of the first pronoun which is the subject. Clarifying meaning here is quite necessary so that it can be clear how to use them in communicative situations. Still, the teacher doesn't go far, slowly setting up the base and rehabilitating children to undertake tasks themselves.

Forming Sentences for Communication

Language learning is related to the things around children at the beginning. Description of things, jobs, qualities, states, possession, actions, etc, can be attempted through the practice of to be verb. Associating grammar with communicative purposes facilitates the teacher's task and guides him to the shortest way, saving him the trouble of stumbling through more thorny and longer roads that might be aimless.

The teacher lists the different forms of auxiliaries with their relevant pronouns stating various tense meanings. If children don't know how to use a workable formula, they are not likely to make a flexible progress of what they learn. Differentiation between past and present through verbal language or hand gestures produces good time reference. The teacher may be drawing on the board or

on card adverbs of time or forms referring to tenses while the pupils incarnate symbols into sentences:



Eliciting is more influential here where the tutor encourages students to recount what they know before up to the new material thus building upon their old knowledge. Through eliciting, the teacher captures pupils` attention and a great portion of responsibility is laid on them. This kind of involvement is indirect but productive, since children don't feel such a miraculous trapping which, if direct and discourteous might bring about negative responses. Therefore, the way is widely open and they are excited to search for new ideas to participate in the common communicative work.

All forms of sentence are to be practised in class: affirmative, interrogative and negative. First of all, a sentence is written on the board then the sentence is translated into accurate native language counterparts and the tense is specified. Teachers vary techniques matching pupils` inconsistent levels and they provide responses 'commensurate` with their language background. It follows that students ask and answer questions with or without a question word, translating and making necessary changes in positive and negative responses. In the long run, students strive to communicate forms of sentence, recollecting the steps and gradually students' performance develop with neutral observance until it is perfectly acceptable. Reasoning and deliberateness are essential to make the pupils wholly aware of what is really done, following the steps one by one until it becomes almost mechanical to communicate.

The following task is, of course, oral. The facilitator may test students` understanding by having two clever students ask and

answer questions from memory and then other members follow in their footsteps. At the end of the period, children would have to think about several other examples, getting light from the interactive medium around them and arranging them to be performed in class.

One type of exercise is completion where a single verb or more is missing in a sentence or one of multiple choices. Let's have a look at this exercise:

He.....Ali.

We.....at the meeting yesterday.

This exercise demonstrates how the pupils match the relevant forms of 'to be` with first, second or third persons of subject pronouns. It also implies the implication that not only one tense is used despite verb-pronoun consistency; it is dependent on meaning and adverbs of time as well. Students` vocabulary power and correct interpretation of sentence assist them in such problem-solving situations.

Reading tasks help reinforce the concepts and grammatical rules formerly acquired. In the following sentences from the Preparatory stage, pupils fix their understanding of the present simple and the right use of 'to be` forms. They learn to talk about themselves and other people's personal traits.

My first is a letter which is in cup but not in cut.

My second is a letter which is in cut but not in cat.

My third is the first letter of a person who teaches.

Tense Presentation

At the beginning stage of language acquisition, the sentence is to be as simple and clear as possible so that children can be responsive and attentive to keep track of the entire process. After writing a sentence on the board, the tutor always focuses on establishing good language habits. He may draw the pupils` attention to coherent capitalization or get them write different

answers on the board, putting right capitalizing or spelling mistakes. Several endeavours to come up with good structure give rise to a variety of linguistic errors among children and enable them to avoid committing such common errors in future. Such a modification process would be highly admired by most of the pupils as it respects their language needs.

However, too much correction on the part of the teacher would cause negative consequences. Correction is fairly constant, but the teacher is to capture the right moment to do reform work. Later, the pupil is required to rectify the work of others. The instructor always asks them to estimate the sentences, giving their opinions and suggestions.

Having written a sentence, the teacher points the verb and demonstrates the whole meaning, trying to involve and captivate the pupils by stating situations they themselves experience in real life which, in the process of time, will make them think closely about the situations they may encounter in which case general perception of the tense is the only right guidance. So, children come to realize what kind of situations they are to be exposed to which requires identical tense usage. The tense is thus brilliantly scraped of its abstract sense and made workable in actual daily dealings.

Then the different types of sentence are illustrated by the teacher annexed with full translation. This kind of translation makes students conscious of the linguistic, social and emotional aspects of the foreign language, instead of mechanically stating rules and, therefore encouraging memorization.

In the meantime, slowness and fairly moderate pace have to be taken into account to meet individual differences. Hurried presentation doesn't enable the pupils to pursue the tutor and creates misunderstanding during the learning sessions.

The teacher goes ahead giving more exercises for practice to emphasize the concepts learnt. Now, it is the children's turn to carry out the task by themselves, while the instructor only provides remedial assistance when necessary. Such involvement gives him

insight into the work of students and enables him to assess his strategies and adopt more influential activities.

Oral work must follow to make children get accustomed to using the foreign language. The teacher in that early stage grants facilitations of some kind to help them advance forward in their work.

-He may list question words on the board to be used in their questions.

-He might write words and phrases of complete situations occurring in life-like contacts.

-They may read about a certain topic in the native language or relate their own experiences.

Clever pupils often take the risk which is, indeed, considered as more elucidation for the slow ones. The tutor has them do the oral exercise by twos or more through private pair work. Consequently, the rest of the class will have a craving incentive to share in more fruitful group work. Slower students are allowed enough time to decode the message and write the answers on their notebooks or respond orally. Children's engagement in unhurried contributions produces a multiplication of ideas that pervades all through the classroom.

Now, what is the purpose of group work? Group work mainly allows students to think collectively, admit variance in ideas, build upon their knowledge, rectify each others work and, hence, reach a solid common group. Weak pupils learn more from their bright colleagues and are stimulated to make better contributions.

The following procedure is certainly assigning homework. The type of exercises here ought to be the same as those practised in class. The facilitator demonstrates how they would go through the exercises, asking and answering or doing some sentences or parts of the exercise. They have to be quite simple and including known vocabulary. Still, it should be noted that the pupils may not do the sentences correctly; it takes time indeed to get them apply

the rules accurately. Children have to revise the lesson in order to answer the questions. They have time to consider the situation thoroughly and generate more effective responses. The teacher might vary the level of the exercise, advancing from direct to more knotty questions. If the exercise, however, be rather difficult and mystified, students might struggle doing it with heavy hearts or doing it carelessly. Let's examine the following two rhymes:

"Is classroom two near the sports hall?"

"I can't help. Sorry. I don't know at all."

"Is classroom two near classroom four?"

"No, it isn't. Classroom two isn't on this floor."

Goodbye again,

The summer's near

Goodbye again,

We're leaving here

This year we learned

to tell the time

Rhymes are really interesting types of activities. The rhythm, the poetic tone, the repetition, the musical accent that mark poetry in general and anthems specifically enchant children's intellect and heart, refine their taste and sense and make is easy to fix the structure. It is important that the tense exploited in such rhymes is formerly explained in order that children can comprehend the intended meaning and discern the context of speech to be used in similar contexts. The instructor points out the situation and elicits how the present tenses are used that way. Here, the present simple describes an action that is not necessarily occurring at the moment but which is general and inclusive. Also, there is a fantastic employing of the continuous present for instantaneous actions. The use of the simple past makes children feel the expiry of the school year that the action no longer takes place.

Other kinds of exercises like jokes, riddles, puzzles and games provide interesting and sarcastic elements to create a sense of suspense or teach a moral lesson. Children get excited to learn the vocabulary and structure, for they have been utilized in meaningful contexts. They then find it enjoyable to employ the same formula in other similar circumstances.

Role-playing

'The Icebreaking Game`, 'Famous People`, blocks and sugar cubes are model role playing activities that can develop student growth. Ladousse states eleven factors in role playing: level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variations.

The facilitator may show learners a simple object like a spoon, allowing them to ask and answer questions:

-What's this ?

-What's it made of ?

-What's it used for ?

-What's its usual shape ?

-What colour is it ?

Student receptive and thinking skills are developed and they are encouraged to listen, speak, read and write similar and innovated tasks themselves; "apply their new knowledge before they face the real world."

Students` levels determine the type of activity (minimum, average or maximum), timing the activity, structures and pronunciation, procedures in manifesting verbal, linguistic and self-expression skills. Follow-up comes at the end of the activity. Students give reasons for asking or behaving in particular ways, generating a variety of problem-solving options. Remarks may be observations made by the tutor regarding competency and mistakes. Variations encourage raising new ideas, topics or changes.

Chapter Four
Reading Skill

What's Reading?

Having got a considerable amount of vocabulary and a good mastering of the so far grasped structures mainly cultivate a fertile ground for the reading mission. From the outset, every lesson contains a short reading intertwined with the linguistic rules that have just been taught. The tutor draws students` attention to the verbs making sentences in the reading text and clarifies the situation. Presenting variant situations through selected readings makes the use of tense so vital and expressive, not formal and artificial. Language is to be introduced so that more fluent interaction may follow. This means that having a structure incarnated in the reading body renders language more agile and communicative to do its function as if it were a living being. Language sets off direct and perceptible employing simple terms and instructions. Consider how the imperative is employed in the following instructions.

- Open your books.

-Turn the page.

-Go back to the passage.

This is an example of the present simple in the imperative form. The situation implies that the tense is reviewed in the shape of orders or instructions. After a somewhat detailed demonstration of how the imperative is formed and recruited, the instructor draws a mental image of the situation making sure that the pupils have a clear image as well, then assign role requirements and finally hides away from the scene. The teacher has written a number of orders for the pupils to act. One of them took a sheet of paper and began dictating other classmates. At the same time, they understand the meaning of actions and how to give orders. Or a student may dictate his colleagues a set of orders and they draw pictures indicating meaning.

Dialogue

Reading texts have to materialize situations in different kinds of places and vary them even in a single place so as not to

limit and curb students` free thinking and fluent interaction. A dialogue is a situation that takes place between two people or more, in which people express feelings, inquiries, plans, events, opinions which are really experienced in actual everyday activities. The dialogue could be an impressive tool of communication if it is put to the best use. Interrelation between the dialogue and the structure studied before makes students enthusiastic to cope with the events and happily act them having no worry about committing mistakes, for they momentarily recollect the measures taken to grasp the rule stated in the dialogue and adapt adding or deleting until they reach a sound and an acceptable utterance.

Such a checking process is quite necessary for the following reasons:

- It sustains the concepts learnt and makes students more dependent upon themselves.

- It involves them into the language production process.

- It makes them feel that their work is fruitful and their participation is a prerequisite.

- Checking finally grants them self- criticism and joyfully burdens them with inner obligation toward future work and development.

The question that raises itself now is: What makes the pupils so interactive? Actually when the pupils find that a piece of information is simplified and well-arranged and there is a smooth eliciting from the tutor, they will surely get interested and climb sedately up to the idea intended creating a wonderful learning climate. The teacher masterfully brings himself down to pupils` levels. In the dialogue, more than one tense is exploited to communicate ideas and make inquiries. One part of the conversation might be between a man and his children about the menu in a restaurant and the other between the man's family and a waiter. The first and second questions are formulated in the present simple, whereas the third is past. The pupils have to identify the tenses and be aware of the different forms of sentence; then the dialogue is read by the teacher or a pupil and the constituents

clarified; after that pupils get into pairs to read the dialogue; finally the dialogue is acted, but this time without resorting to books. Short answers are learnt to be used later.

Errors committed in the process are permissible and have to be accepted. They may be put right by the pupil himself, by other classmates or by the tutor only as a last resort. It should be noted that repetition of concepts and correction of mistakes at intervals make students more responsive to learn independently.

The instructor may prepare dialogues side by side with structure and gets students apply the rule by writing their answers on the board. Other students are required to comment on the answers. If there is something wrong, it is crossed out and replaced by the right alternative. Such adapting is to be some sort of refreshment and would be admired, as it makes children self-critical, positive and more precautious about their work.

Then, pupils co-operate with the teacher in designing conversations:

- They try to imagine a certain situation.

- They identify the speakers and the purpose of conversation.

- The teacher might provide some guidance in case of need.

- Time and place are specified.

- Finally, the language is to be relevant and consistent with their own progress.

For instance, children might introduce themselves and provide some information about their own lives:

Student A: What's your name?

Student B: I'm Mohammad.

Student A: What do father and mother do?

Student B: My father is a teacher and mother is a housewife.

Student A: Do you have any brothers or sisters?

Student B: I've two brothers and a sister.

Student A: Where do you live?

Student B: I live in Cairo.

The ideas may be raised in the native language first, then translated into sentences and written on the board. A question or answer might be missing in rotation; then children offer answers and others check; finally the right answer is given allowing them to cast off misunderstood concepts. Or if children have enough training, they might execute the task orally where language is practised in communicative experiences parallel to life-like situations.

It is remarkable that courses now include specific areas tackling communication skills. They are several situations expressing: happiness, sorrow, sympathy, congratulations, greetings, worries, etc, which are common in daily use. These expressions can be manipulated in the form of dialogues to be performed by students. They may ask for permission to use or do something. Learning such formulas and the way they are used help pupils communicate fluently in other related situations.

What would you say in the following situations?

- You've got a precious present.

- Your friend is in bad need for help.

These two sentences test pupils` comprehension of sentence as a whole; they have to understand the situation and reply accordingly. This necessitates perception of tense usage, word-meanings and the purport of modified parts of speech (as in the noun phrase "a precious present", where the noun is modified by an adjective). Answers are written to examine tense correctness, spelling mistakes and relevance.

Texts

Variety and purposeful ideas are crucial criteria in the choice of reading passages. Reading selections are, hence, religious, scientific, political, economic, artistic and cultural and, above all, dealing with daily practices and transactions.

Passages have to be always compatible with grammar rules. As usual, they start with accessible material with no digression into relevant or laborious issues. In a passage about sports, there is an interesting subject and children find it enjoyable to know about the game. They translate the passage sentence by sentence in the native language and, later, try to find foreign language equivalents to get thorough comprehension. A picture opposite to the passage also helps a lot in understanding or guessing the meaning:

-They acquire some information concerning the game in the foreign language.

-They acquire new words.

-They realize how to describe or relate things using the tense and subsequently recruit the form in analogous experiences.

-They ask and answer questions on the passage.

-They understand written English.

-They might explain the passage as far as their vocabulary content goes.

The teacher may take out some words ascertaining that a considerable number of pupils can read them correctly; then the whole passage is read by a great number in order to improve reading skills. Children won't likely share in class unless they manage to read and have a good stock of vocabulary and workable structures to express their thoughts and feelings.

Types of Reading

There are two major kinds of reading: intensive and extensive. It is proportional to say which one of them is applied

according to students` responses. Intensive reading is more suitable for beginners, whereas the extensive holds good for advanced levels and stages.

Intensive Reading

In intensive reading, at first, the instructor sets some new and unusual vocabulary on the board and then reads the text orally line by line. A better technique, however, is having bright students read, while other members try to analyze and respond providing in chorus the native language equivalent of each phrase or sentence. In this stage, students get strings of different relations: they recognize the sounds of letters that form words (the phonological features of the language); they examine the structure of a word and the changes that vary its meaning such as prefixes and suffixes (morphology); they realize how words and phrases are arranged to form sentences (the syntactic features); they go beyond structure to the meaning and indications of signs and phrases. Average students might find it favourable to participate as they take time to think and recollect and are brought into comparison with other colleagues. It was arduous to fix concepts at first, but now the learning process is left almost wholly to them to originate and they find themselves, unawares, committed to language production.

In the meantime, the facilitator miraculously minimizes the usual act of talking and explaining as far as possible restricting it to merely monitoring, walking around the classroom and listening attentively, giving instructions and making corrections if necessary. Such a marvelous attitude would clearly reflect teacher's respect for student mentality which makes them trust themselves and stimulates love and collaboration with the tutor.

Under the traditional approach, it was deplorably carved in the pupils`minds that they have very little to do with language improvement and it is the teacher's job to offer a prescribed material to be kept by heart. Fortunately, in this enlightened approach, students enjoy unlimited freedom and psychic tension prohibiting participation is cleared away opening the way for them to think for themselves, create and be responsible for their work. So, students` role is magnified than that of the facilitator teacher,

where democracy and dynamic interaction prevail in the classroom and give every one the right to take part in decision-making.

This sort of reading allows the pupil to strengthen the material acquired before having much profoundness in the language. The pupils experience how a tense is practically applied in situations and how the different kinds of pronouns, articles, adjectives, etc, are applicable and meaningful through multiple examples in a reading text. So it is students` symphony with the facilitator resting on what they really know that pushes the learning production process ahead, not what is ordained through the content itself. Successful teaching is purposeful, not teaching for the sake of teaching or as a matter of course or routine.

Progressively, pupils consolidate what is theoretically explained by having to recollect when confronting versions of readings with which they are to be entrusted and have no choice but make use of that fairly shaky and misty fragments of information in order to get over the present problem- solving situation, for they know well the facilitator would not allow further progress unless they tackle the situation skillfully. In this process, pupils learn open-ended solutions and get accustomed to communicative activities.

As a matter of course, the rate of reading won't be the same in all cases. Pupils differ in their power of comprehension and the language background they have in mind. Therefore, former attempts in reading would diagnose any differences arising in the way in order to be split into sections for group work or for remedial considerations in the phases to come.

A reading passage may seem intricate at first sight and some students find it thorny to go through the reading. This is attributable to the fact that they haven't been rehearsed to assume a positive role in discussions or they actually never take part in classroom activities. But being engaged in attentive and interesting work, students find a good atmosphere to think creatively relating what they know to what is springing by means of various uses: joining words to make understandable phrases, sentences and even whole

structures; assorting ideas into main and subordinate and weaving them around the central idea.

It is essential that the reader discerns the most important points scattered through the text. The title of the topic as well as pre-reading questions provides an overall concept of what the reading contains. The reader always has to look for secondary or minor details that serve general ideas.

So he may avoid digressions and unnecessary elaboration in order to get the purpose behind reading; the reader sticks to striking and salient respects and weighs the relative functions of ideas.

Engaging pupils in the reading text is magically advantageous. Questioning might sequence from direct to more circular and arduous. So they ask and answer questions on the passage (written at first) and modify it into a dialogue or discussion. Then it is the teacher's turn to try to develop the pupils` mental skills, their creative talents, intuition, fluency, prediction, personality and criticism. As for innovation, it is the pupil's ability to think deeply and logically for clues or solutions. For example:

- The motive for murder is still unknown. Do you know the real motive?

Students state a set of motives in the form of phrases or sentences. Each student might raise an idea, until there is a list of miscellaneous solutions. That truly stimulates students` creative thinking, sharpens their mentalities and makes them more flexible to acclimatize to varying situations. Instead of maintaining being unable or disappointed, they are habituated to open-ended and multiple solutions and not only single infertile solutions or none at all. The student is to be able to generate new and powerful ideas and his language abilities are broadened and enhanced.

Students may also predict future out of an analytic and perceptive attitude of the present situation. Such an attitude enables them to evaluate things logically weighing their relevance and influence on the course of events. Let's consider the following examples:

- What will Osman do to rescue his family from the burning house?

- What do you think a student gains at the end of hard study?

The facilitator also has to help students express themselves; give independent views on what they read or see; read so that they may get the desired benefit from the reading selections they experience, reasonably affect decision-making in whatever situations they might encounter and finally have a distinct and strong personality:

- What kind of character Simon is?

- Do you believe it is acceptable to steal like the robbers in the story?

A striking point to be kept in mind is that students can't be entrusted with such tasks unless they are able to communicate well and manage to use acceptable verbal and written language. It really requires good training from the very beginning.

Extensive Reading

Extensive reading is more dependent upon students themselves where a great deal of information is to be covered. Hence, reading selections are longer, complicating and consisting of larger information. In this case, it is similar to silent reading where students have a good opportunity to read on their own, ponder what they read and prepare answers instead of saying them carelessly.

Freely, students skim through a passage, a chapter, a whole story or a book looking up new words in the dictionary until the meaning becomes clear and they can have general comprehension. Through extensive reading, students` knowledge is broadened and their experience of the language refined. They gain an incredible amount of data rather than confine themselves to inconsiderable crumbs through guided oral or intensive reading. Language usage regarding grammar and vocabulary is made workable and communicative, since the words and structures are employed in meaningful contexts.

Students may summarize a passage using words from the passage or their own. But the larger and more masterful students` command over vocabulary and grammar, the better their ability to communicate in the foreign language will be. The facilitator then may run a simple oral discussion on the assigned reading in which:

- He asks for significant points.

- He assigns parts of a chapter, writes paragraphs or comments orally on the passage.

- Students ask and answer questions on a passage.

- They might be required to find word-meanings either in the native or foreign language recollecting equivalents learnt before.

- They strive to clarify the general signification of a passage or story and objectives beyond reading.

- They translate a passage sentence by sentence.

Translation is necessarily required and students are to do that by themselves while the facilitator corrects misunderstanding wherever necessary. As a group work, the members of class co-operate in illustrating the meaning and the teacher checks comprehension and determines the nature of future remedial work. This translation process helps students: understand scripts written in the foreign language; be able to browse through books on their own; enlarge their culture and knowledge about the foreign language; write coherently and be able to master spoken language quite well.

Short Stories and Novels

Teaching short stories and novels is, to some extent, analogous to teaching reading passages. Short stories tell us about a comic incident or a moral value that is pleasantly introduced to be followed by children.

The language of short stories is often simple, slang and common to everyday use. The situation being humorous and terms easy, the expressions might be used in other contexts. Stories are

preaching in the sense that they always have an ethical message or some advice.

To convey such a roundabout message may be truly effective and professed instead of directly advising and criticizing. Goha`s funny stories are liked and recounted by children where Goha often does queer or bizarre actions or commit silly mistakes that arouse laugh and interest. Children might get into pairs or groups to act a certain story. Acting is always useful as it enables them to practise producing the foreign language orally, which might help them communicate easily in their situations. It also gives them self-confidence and removes psychic tension related to using the foreign language thus promoting the work of children in groups.

In later stages, a short and simplified novel is taught to pupils. The teacher and pupils read the whole novel thoroughly in order to grasp the preponderant theme or themes; realize different stages progressing in the novel; specify the significance of chapters and finally the teacher demonstrates all this briefly. He introduces main characters and their different roles, reveals some information about the hero and his hardships or misfortunes, how far the characters are involved in his dilemma: Are they affected by his misfortunes? Do they cause them? Two major points are to be necessarily considered in teaching novels: the plot and theme.

Plot

It is the weaving of events or ideas in a versatile and well-knit frame. The writer disperses the ideas he wants to communicate and details through several characters, places, things or events. Then it is for the reader to try to unravel the weaving and anatomizes the subsequent stages of a story.

The author categorizes the characters in the story into main and subordinate, the most important of whom is the hero or heroine. Throughout the story, the reader gets entangled into a rational and emotional pursuit of the hero conceiving the underlying conditions that he undergoes, the kind of relation with other characters, his personal traits, tragic flaw, the dilemma he gets trapped in and how he gets out of it or falls dead in the long run. The survey also

divulges, from time to time, the characters` countenances, merits and deficits, real motives, their successive actions fastening the knot of story, escalation of strife among them up to an outlet or a whirlpool that storms the hopes of readers.

The story may take place in different settings reflecting what kind of life the characters undergo (poor cottages, splendid palaces, dens of thieves, etc.) These might symbolize poverty, majesty and evil which the writer struggles to project. The society, on the whole, is a place where characters, events interact, move revealing its own illnesses and deficits.

It is for the teacher to acquaint students with such axial respects in studying a novel, giving the opportunity for students themselves to try to uncover interlaced and mysterious relations and happenings in the story.

Theme

It is the morale of a story or the idea around which the whole novel, play or story revolves and which the author strives to project or verify. The instructor points out that stories contain tremendous themes like good , evil, love, enmity, ambition, idealism, oppression, etc, and they are not only something for entertainment, pleasure or trifle play. The team work of teacher and students penetrate through inferring tenets and commandments beyond a literary fiction to be discussed and might be acknowledged and practised by them. In the meantime, it greatly helps foster language, culture and communicative areas.

In stories, there is always a constant struggle between good and evil. The hero may have a tragic deficit that could ultimately bring about his downfall. Students are to notice the development and condensation of the theme. They coincide with soliloquies revealing something about a character's inner and confidential thoughts, significant points that show how excessiveness or inadvertence leads to a real crisis; get weighty pieces of advice and slips to be avoided according to the adage: "From others` faults, wise men learn." The writer might discuss a social, political or moral issue. He pierces through the society, exposing the radical

and underlying causes of social diseases or experiences of failure and giving forth insightful solutions and suggestions for reform and change for the better.

The tutor might explain the novel briefly and uncover some facts and handicaps. Students read and prepare analyses and comments that are to be finally checked and adapted or accepted.

* * *

Chapter Five
Written Material

Importance of Writing

Last but basically significant emerges the fourth language skill written on paper. Starting from a word listened to, spoken and read, it follows that the word is reinforced in writing. The writing skill is urgently required to express ourselves, thoughts, feelings, facts, etc, in a literary and disciplined manner. So it is used for literary, scientific, cultural issues or for exchanging personal messages or business letters.

In the earliest levels of learning the foreign language, children are trained to listen, speak, read and copy letters and words. And then they use words to form simple structures, ask and answer questions, take dictation, construct complex and compound clauses writing paragraphs and in more advanced cycles attempt essay work.

Resting too much on an overlooking and lenient perspective all during the beginning years of language acquisition unconsciously renders writing exercises secondary or far too early to be included through daily classroom learning activities. Actively, however, a proficient and prudent teacher has an insight into language development needs in response to pupils` readiness to install separate constituents in a single whole.

The common fault in foreign language teaching is originally centred on the separate items conception, which is truly a stumbling block in the face of communicative endeavours. Unity relating the different parts of speech is greatly indispensable for smooth, fluid, connected speech and writing.

Having an overall view of what language is, general objectives to be reached, interlaced with step-by-step specific ones, could push the learning vehicle forward steady and straight. Such a lofty approach firmly consolidates classroom control, smoothly promotes language improvement, effects more powerful and better relations between the teacher and students and finally participates in more efficient classroom order and accuracy. Frances Bates-Treloar asserts:

"New language is introduced gradually, so that students have the chance to learn and use the language thoroughly before they move on to learning more."

An excellent procedure to produce language advancement is permanently the utilization of linguistic rules in materialized situations. Take early 'to be` verb presentation. Beside orally mastered, inferred in completion, options and modifications, it is then employed in composition work to associate ideas (description, identification) and conceptions through a compact and organized frame.

Description

Classroom communication can thus be operated quite earlier through description using verb 'to be`. Enlisting simple concrete vocabulary formerly grasped, children introduce themselves and identify people and things, observing agreement and unity as possible as they can. At that starting point, the pupil should be given much freedom to express themselves. At the same time, little but purposeful guidance is very useful to help them unify their ideas and be aware of spelling mistakes. A pupil's answer to a question like:

-Can you introduce yourself, Amar?

-I am Amar.

-I am a pupil.

-I am ten years old.

-I am tall and slim.

Gradually, The child is encouraged to attempt describing others and describing the unavoidable use of verb 'to be' in his sentence. Available vocabulary and structures enable the pupil to talk about himself: his name, work, age, personal traits; talk about his family and friends; describe the things encircling him, etc. It is better that the pupils take written exercises before doing oral ones for several reasons:

-Written language has a magical impact on children.

-The written word or phrase is imprinted in memory.

-The progress attained out of the child's own practice results in more and more progress.

- Written language provides more time which is not, of course, allowed in oral language. So, the child has a greater chance to think quietly and refine sentences adding or omitting until he reaches a better answer.

- Pupils get aware of sentence constituents and correct spelling.

- Strengths and weaknesses are pinpointed through writing.

- Pupils get much confidence as language production is mainly centred on them.

- The tutor's turn is more efficacious as a facilitator; he interferes in the right time giving quick instructions that effect balance in their work.

Narration

Moving further, with children getting riper, acquiring larger vocabulary and grammatical rules and having deeper understanding of the language, they attempt narrating concepts. Narration fundamentally relies on conceiving the different organization of characters, time, place and events that constitutes a well-knit narrative composition.

To begin with, children attempt a step-by-step guided composition writing until they are able to use better language, differentiating accurate meanings and uses of concepts and tenses. So, the use of words and structures in a trip experience helps them communicate fluently in similar situations.

Responding to guidance questions or points, children write a short paragraph:

Last Friday, my father took us to the zoo. We took the six o'clock train and we arrived there early. In the zoo, we saw beautiful animals like the giraffe, the lion and the zebra. We spent all the day there with the animals. It was a fantastic trip and we were very happy.

In the process of time, as students' reading comprehension intensifies and are capable of applying more advanced structures, they give forth lengthy details touching precise and sensitive minutes of a situation and the sphere of vision is enlarged gushing forth rich expressions and plentiful ideas.

Students thus have deeper insight into the meaning they want to convey and the image to be depicted. For instance, they insert a modifying adjective or more before a noun or an adverb before an adjective or another adverb. Let's have a look at the preceding paragraph developed:

Last Friday morning, the family went on an exciting trip to the zoo. We awoke very early that day in order not to miss the six o'clock train, which leaves exactly on time. We took a taxi to the station and thus had enough time before the train left. After an hour travel by train, we arrived at the zoo where very few people had just arrived. We walked into the zoo and began watching and playing with the animals. We saw the tall, beautiful-coloured giraffe, the lion with its fine mane and majestic figure and the zebra with its striped body. The attendant helped my younger sister to ride on the back of the camel. Then I gave grass to the elephant to eat using his trunk. After that we watched the clown monkey make artistic, rapid movements. We happily saw a lot of animals and knew much about them. Interested, my father decided not to go back until it was sundown. Indeed, it was a very pleasant day and father promised to take us there once every month.

Process

Another kind of composition is describing a process. In such an exercise, the pupils learn how to use instructions and commands and how things, recipes, sums, etc, are done using the simple present, for example, which makes it more like facts. This art of

compiling enriches the pupils thus having vital vocabulary and getting accustomed to language usage. Consider the example:

You need to do some things to make a box. First we get some pieces of wood and some carpentry tools: a hammer, nails, a saw and pincers. We saw the wood into six equal opposing pieces. Then a hammer is used to drive the nails into the ends of every two pieces. If a nail fails, we bring a pair of pincers to pull it out to be adjusted and re-used. After that, the upper piece of wood is joined to the edges of one piece through opposing hinges. Then a latch and staple are fixed on the opposite piece of wood and the ceiling. Finally, we get a lock and key to close and open the box.

Similarly, students are trained to arrange events in a chronological order, putting first things first. A set of disordered sentences follows a passage or picture and they have to rearrange them in a coherent and meaningful manner. This type mainly depends on student skills of deduction and organizing. They may also organize words in a sentence, which shows their awareness of how parts of speech are ordered in sentences.

Laying much stress on the simple constituents of sentence at the very beginning of language teaching, maintained by constant repetition and embraced with sensible interaction and a feeling of responsibility rising out of students eventually flatten the land for the facilitator teacher.

Forms of writing

The writing skill is diversified into types that flow over degrees of formality and informality pursuant to the varying situations in which the language is manipulated. What befits a certain situation doesn't necessarily hold good for another.

Composition writing

Composition simply means putting together words, phrases and sentences into a single whole to express thoughts, concepts, facts and issues.

It contains a number of paragraphs varied in length in agreement with the writer's age and nature of topic. Every paragraph normally includes one topic sentence around which the other sentences are woven.

On the other hand, a paragraph is composed of a group of sentences which have only one main idea. Consequently, it is one small partition of a whole composition and contributes to the development of the pivotal idea.

Now how we judge it is a well-knit composition?

Selecting a proper topic

Not all topics befit the complicating stages of education, but every stage has special requirements. Gradually the facilitator leads children from simple tangible subjects closely associated with structures to more elevating ones. To reach a remarkable progress, the pupils first answer questions on the structural rules having been clasped, so more easy topics which children have previously experienced sustained by a set of questions to words and phrases are to tincture former endeavours to paragraph construction. Having fairly copious knowledge about the topic and enthusiasm and interest on the part of students enable them to go smoothly through the topic. Treading forward, the facilitator recommends selections, stories, books and assigns definite portions to be covered by students themselves. In this case, there are a lot of things students can do:

- They may summarize a passage in their own words.

- They write a paragraph making advantage of their previous information and modifying it.

- They form a dialogue covering different dimensions of the reading text.

- They are encouraged to go through the subject creating something different and new.

Provided the topics are purposeful and within reach, intimately touching their lives and scenes of life dealings and miscellaneous at the same time, students are then expected to be fervent and active. Conversely, when students know little in this regard, they would seem uninterested and repulsive. Describing people, doing things, transport, cooking recipes and all that is imaginable will be highly appreciated and easily done by children.

In the Secondary stage and College, students are cautiously liberated to attempt full composition by themselves relying on their language background. Necessary also is a meticulous mastery over tenses so as to get expression elegantly dressed in the right action. So they accurately need to know what is happening, has just happened, happens, happened or forestalled. Free writing in advanced cases has many advantages:

- It promotes creative thinking and innovation.

- It unveils students` real abilities and detects any difficulties that screen clear writing. Hence, it could make a good remedial assistance.

- It abolishes teacher's intercession which may confine students to what is prescribed and deprive them of the freedom to express themselves obviously.

In the free writing procedure, the amount of reading done by students is expanded and they could make commentaries, summaries and critiques. Besides, students' power of expression flourishes and they skim through pages, chapters and books providing their personal views on what they have read.

Careful preplanning

A student is trained not to write hastily what comes to his mind without subjecting it to a sensible and coherent organizing of ideas and facts. The writer makes a survey of the topic placing ideas successfully according to their significance, from what is general and introductory to more serious and urgent points of argument. The process resembles water flowing smoothly without stopping from a river's source down to its estuary.

The Introductory Paragraph

In the introductory paragraph, the writer struggles to draw the reader's attention and interest to the topic. It is quietly introducing the subject, identifying the title, projecting importance or hazards, experiences, facts, accidents, etc. It is hints or an outline of what will be elaborated in the main body of the essay. Consider the following different beginnings:

- Over population consists in a high growth of birth rates accompanied by a decrease in death rates.

- It is an undeniable fact that religion is the foundation on which societies rise up.

- Smoking is awfully destructive to health.

- Two weeks ago, we went on a voyage in the Nile.

If, however, the writer flutters with a brittle or boring opening, it is unlikely that readers feel like pursuing the train of ideas to come. The reader abandons a subject that doesn't touch his own feelings, concerns and problems. So the writer is to welcome his guest reader warmly with optimistic and thrilling ideas.

It is noteworthy that some students do not care about including a good beginning, instantly stating facts about the subject. This trend can be altered by having students realize the significance of the topic and their responsibility to convey it relevantly and clearly.

The Main Body

In this phase, the writer condenses his effort to provide facts and logical arguments that justify his own point of view and it may be a whisper in the readers` ears to share him opinion and offer support. The writer might be giving some advice to the reader to adopt, do something desirable or give up a bad habit by first enumerating the causes of the problem (drug addiction for example) and the motives which misguide some people to perversion. Therefore, the writer's disclosure of reasons could be impressive

warning or instruction for people to be precautious about their health, education, destructive habits, etc.

The Conclusion

Of course, it is the last impression the reader forms that influences his mind and future actions. The reader might forget what he has read in the introduction and body and aspires to the sum and substance of the issue in a few words. So, the writer may be summarizing, giving advice and enumerating solutions and suggestions. Cheerfully, the writer has to leave the reader with a sense of relief and suspense to adopt the arguments raised.

Unity and Continuity

The main body of a composition has to be closely related to the introductory paragraph and the conclusion. Each paragraph necessarily comprises one topic sentence or central idea which the surrounding sentences strive to verify or interpret. Consequently, the paragraph marvelously inundates from sentence to sentence scattering bits of information that fix the main idea and achieve unity throughout the whole paragraph. In other words, every sentence may add to the meaning of the preceding or following, modify or clarify it that they become correlated and complementary. Likewise, the writer has to move smoothly and normally from one paragraph to another making a whole circuit.

In rather weaker paragraphs, the central idea is not clear and might be non-existent at all. The subsidiary ideas are to be inconsistent with the main idea and hardly have anything in common. This is ascribable to the fact that:

- Students do not have enough vocabulary and structures to relate what is hidden in their minds.

- They do not have a good deal of information about the topic.

- They are not trained enough on planning their compositions.

- There is not a successful interaction in the classroom circle: teacher-students and among students themselves.

Objective Ideas

Perhaps a student may have abundant ideas, but he does not have a clear plan about how to employ such ideas relevantly in the context. Unconsciously, students write paragraphs of disconnected sentences. As pointed out before, it is the teacher's task to make students committed to the learning process by illustrating detailed model compositions done step by step. The teacher's role is clarifying things:

- How ideas are connected to each other.

- How to untie the central idea of the topic and stretch it into ramified ideas that cover the various dimensions of the topic.

- How students feel responsible for their work when they find the whole thing simplified and made clear.

- How they can, with less difficulty, percept the steps executed and apply them afterwards.

- How to increase their culture of the foreign language in order that they can restrict the topic to a certain number of prominent ingredients.

- How samples of students` compositions are viewed on the board and judged by students themselves, where the teacher interferes only when necessary. They spot irrelevant ideas, incorrect structures and spelling, punctuation, paragraphing, etc. The procedure is greatly effective as students modify their ideas (i.e. native language thinking translated into incorrect English structures), learn good expression and emphasize their comprehension of grammar.

The next point is strengthening students` reading comprehension to raise well-structured compositions. They are also taught to evolve copious, fresh and realistic ideas. Strictly speaking, they may go too far mentioning irrelevant and disconnected incidents that do not contribute to the development of the main idea or the entire coverage of the topic, which ultimately bring about

poor and insufficient material. In another sense, the student is to speak to the point and avoid any deviation from the straight way.

Objectivity also denotes that the writer acclimatizes himself to the requirements of the situation. For instance, if you speak about something in medicine, you use direct and exact expressions, for the purpose is presenting not the expressions in themselves, but useful facts embedded through them. Artistic language differs in that it necessitates eloquent and highly elevated style to reveal feelings, instructions and advice in quite a luxurious and splendid mode. Besides, mood changes the tone corresponding to the nature of the topic. Relating the horrible experience of an accident or state of illness can not be likened to describing the merry and joyful moments of a wedding ceremony or success. It truly makes difference and the writer has to select more convenient expressions to associate such types of human feelings. It is not the same also when we are describing people pursuant to their social or political status or things in their value and beauty. It is called his majesty for a king, erudite for a scholar, sheikh for a mystic person. So, the language we are talking or writing varies between formality and informality depending on the influence of such accounts upon our lives.

Acceptable structure, spelling and punctuation

As for structure, the investigation might run as follows: Do the sentences get delicately dressed in meaning? Are they orderly set or jumbled and mystified? Do parts of speech function properly? Do students manipulate tenses sensitively when touching rare and rather complicating structure? Have they good control of certain constituents over others? How far they master nouns, verbs, adjectives and adverbs?

Moreover, checking spelling determines whether students memorize vocabulary well or they are sluggish or unable to do what was prescribed in class. The sentence might seem acceptable, but has not a grammatical correctness or the vice versa where the meaning is queer and ambiguous. I think the difficulty rises from what the subject is or like; that is, it might be invulnerable or far-reaching thus compelling the student to struggle futilely and

hopelessly to vomit random sentences before time harasses him. Above board, there is a great need for at hand subjects within students` reach, foreign language background and levels.

Finally, punctuating dominates over sentences and bridles them to their intended destinations. Questions, exclamations, similar or contrasting ideas, explanations, quotes, intervals, etc, are brilliantly expressed by means of compact punctuation exploiting. But it needs exercising for some time how two sentences giving meaning are amalgamated into one compound sentence. For example:

The Muslims settled in Spain for hundreds of years; they conquered Spain.

Let's have a look at the next inconsistent paragraph:

Omar is a good boy. He venrats and obeys his parents. Omar goes to school with his friend Ali. He likes play football. Omar is very good at school. He gets always marks high. Omar loves his parents and asks them they want to help them in his studies. He studies arabic, english, science and pictures. In the evening, Omar is watching TV. He obeys his parents and loves him. He goes to school with Ali in the morning. Ali goes to school everyday. Omar is fond of football. Mr. Saad comes from Cairo. He takes always a taxi to school. Teachers are kind for him.

This paragraph comprises a lot of varied mistakes. The paragraph is written on the board or may be other paragraphs, if time permits, and the instructor gets learners assess inferring shortcomings, commenting and suggesting correct models. Looking closer, different errors are to be detected:

- The paragraph is not well-planned. It seems that there have been no rough notes of the ideas thought to be coherent, resulting in disordered and unrelated sentences. We do not have a consistent idea about Omar's 'good' behaviour at home and at school.

- Some sentences are irrelevant and redundant. The paragraph does not straightly stick to the point, but digresses to unnecessary incidents not significant for the development of the central idea. For

instance: "Ali goes to school everyday. He likes play football. Mr. Saad comes from Cairo. He takes always a taxi to school."

- There is not a smooth interrelation among the three main components of a good paragraph: introduction, main body and conclusion. Although the beginning gave us a hint of Omar being 'a good boy,' it was disorderly stated that he is dutiful to his parents; then at school and regressed to the family in rotation causing alienation among the sentences.

- Some words and phrases are jumbled, ambiguous in meaning and incorrect in form. It is ascribable to the inconvenient use of pronouns as in: "help him in his studies...loves him." ; the wrong use of tense in :"Omar is watching TV." ; adjectives and adverbs: "marks high...gets always"; misspelling mistakes like 'venrats` and 'pictures' for drawing; punctuation mistakes in 'arabic` and 'english` and finally the wrong preposition 'for' for 'to.'

- Sentences are repeated in rather a dull manner. Repetition, if not employed for emphasis or significance, limits a wide variety of ideas. For example: "He obeys his parents and loves him."

Now, let's consider a more coherent and correct model of that paragraph:

Omar is a good boy. He venerates his parents and obeys them. He may ask them to help him in his studies when he needs help. Omar is also very good at school. Every morning, he goes to school together with his best friend Ali. At school, Omar studies subjects such as Arabic, English, social studies, science, maths, sports and drawing. All the teachers like Omar and are kind to him. When Omar goes back home, he frequently revises his lessons. As he is very fond of football, Omar sometimes takes Ali to play in the club for a while. In the evening, Omar watches TV and prepares some lessons before he goes to sleep. Omar is really a unique boy.

Letter Writing

The letter is a type of writing that manipulates direct and often simple style to convey a definite message. The writer is not attempting an article or essay to the masses, but an immediate contact with a certain person who is a relative or dear to him. Exaggerated compliments and feelings would sometimes seem affected and artificial. Besides, rhetorical and linguistic expressions are not helpful a lot; for when we talk to our close associates we make it free with them. The letter might be congratulation on marriage or promotion, condolence on death, grief over a friend's sickness or failure, inquiry about one's news or health, inviting and so forth.

Letter Components

Beginning

Before starting a letter, the full address of the sender and date are written on the upper side of the page and the phrase 'dear` and the name of the addressee. Then the writer bids an affectionate and loving greeting to the addressee. He may be replying to a letter he has just received and, in this case, he has to refer to the letter or thank him for sending it. The writer is to be jubilant and in a favourable mood so as not to look indifferent or antipathetic. He is to prepare for writing.

Purpose

At this point, the writer expresses why he is writing the letter. He might give news, advice, enquiry, sympathy, encouragement, etc. He has to be specific and clear about what he wants to communicate, make a good plan, use objective ideas, unify his thoughts and correct structures as was demonstrated before in composition writing.

Ending

The writer ends with sincerest words of longing and deciding how mutual contact would go afterwards. He might schedule time and place of meeting or means of corresponding, invite a pen friend

to visit the country or fix a date for the next message. Finally he expresses heartiest wishes and adds his signature on the bottom.

10 Harcourt Square,
London,
England.
7 th August, 2007

Dear Yasser,

Heartiest greetings from London. I`ve just arrived and I stay in a fine hotel. It`s all right now. The course starts in two days` time and lasts for three months. The city is stunningly magnificent and mythical. I hope things are going well there in Egypt. Please write and tell me your news as soon as possible.

With my sincerest wishes.

Your loving brother,

Hatem

Business Letter

Often it is a kind of contact with someone or an organization for business transactions. Business letter writing differs from personal letter in that the former is rather formal and exact and the writer has to speak to the point as much as he can. Whereas the way is wide-open for emotions and intimate expressions in personal messages or e-mails, it is for the writer to state facts, conclude bargains and be more rational and persuasive in business language.

Address

On the upper right side of the page, the name and address of the sender company, person or foundation are stated. It also includes the company's commercial record (CR), post office (P.O.), telephone, fax and telex numbers and finally the date. On the left side, the addressee's name and address are added followed by the phrase:" Dear Mr.\Mrs.\Ms.\Messrs"

Greeting

More tactful and polite greeting is paid to the addressee at start before going to talk seriously on business affairs. It might be a notification that the writer has read a company's announcement for a job, for instance, and is expressing his desire to apply for the job or thank the manager of the company for their request to an interview with him.

Body

The applicant sends an inquiry about the nature of work, encloses a recent photo with his curriculum vitae and includes his previous experience. It may also be an inquiry concerning the quality and the prices of the articles or goods in demand. Or he may be demanding a quote of prices and if favourable and satisfactory sends an order letter declaring his desire to buy the product or goods. Government officials use such letters for errands and orders. Meanwhile, stipulations, instructions, items, price and quality are settled to achieve clarity and validity.

Closing

The sender gives his last word and may emphasize what he said before. There is urgency that the addressee would respond in favour of the writer and satisfactorily fulfills his request.

15 Al-Haram st,
Nasr City,
Cairo.
1st March, 2007

El-Salam Company for Electronics,

6 Horeya st,

Miami

Alex.

03466287 Fax 0225472473 Telex 25587

Dear Mr. Abd-Allah,

We should be obliged if you provide details about your TV sets as regards size, colour, serviceability, price and the quantity available.

If quality and price are satisfactory, we expect to place regular orders for greater quantities.

All the best

Yours faithfully,

Amr

Chapter Six
Classroom Interaction

Language Skills

Language acquisition is not to be mainly directed for the exam. As asserted before, it is necessary to appoint certain conclusive objectives to be really implemented and complied with in teaching courses all along. Language employment and communication are two preliminary aims; not stiff rules of grammar and vocabulary professed in decaying approaches.

There are four language skills to be developed: listening, speaking, reading and writing. These skills can not be achieved in a short time. It takes even years to make children able to master the foreign language.

Developing Language Skills

For every learning procedure there has to be a goal or goals. Setting an ultimate goal makes learning processes run smoothly. It may be linguistic, sociolinguistic, discourse and strategic.

Linguistic competence encompasses grammar, lexis, morphology, phonology and syntax (the building up of words, phrases, sentences and whole structures). The sociolinguistic aspect is related to selecting words, phrases and expressions that are appropriate for varying situations and moods (affection, sympathy, complementing, etc.) A father asks his child in the simple imperative form 'do\don't'. The son requests politely and formally with 'may\ could.' In the discourse phase, language usage is expanded manipulating higher techniques. Whole essays covering multiple topics, running discussions in the foreign language. This phase is advanced and requires good awareness and practice of the previous. In the strategic phase, the main concern is to adapt and perfect the communicative process. Realizing the purpose of activity, students are to be able to amend each others' work.

As for modeling, there is the teacher-centred model where the teacher conducts learning all along, underrating the role of students to prescribed tasks requiring mere single answers. The other model is student-centred. The instructor's turn is smoothly minimized to guiding and supervising. He affixes the fundamental

conceptions called for in communication and the student expands the conceptions, intensively increasing his ability to communicate and gain knowledge. Learners are to be independent, reflect on learning and comprehension problems to be faced.

The instructor, therefore, provides input that is relevant to students' language needs. Activities corresponding to learners' different levels of understanding are accomplished by more demanding and challenging activities arousing their creativity. Students proceed from mechanical answers to adventuresome and more open-ended solutions.

In conclusion, assessment can be integrated quite earlier in classroom procedures. The tutor stirs up critical thinking so that learners can have insight into variant interlaced processes. In this way, learners can evaluate their learning abilities themselves. The tutor starts with the types of activities or questions adopted in traditional testing in which responses are simple and limited. Having fixed basic rules and concepts, learners plunge into multi-dimensional tasks (alternative assessment). They might use their language background to talk about a situation or idea, gather information through assigned or free readings outside the classroom, use the language to solve real problems, etc. Checklists, rubrics, portfolio and role-playing are examples of alternative assessment where different aspects of personality are developed.

Developing Listening

For listening and reading versions there is the 'top-down' and 'bottom-up' techniques. In the top-down technique attention is focused on main ideas, inferences, purpose and general understanding. The bottom-up is used to intensively examine the content, form and meaning. The later enables beginners to have elegant comprehension of theory and practice mingled.

Before viewing the tape or video, students need to have a good background of how words, phrases and sentences are linguistically and phonetically connected, whether they are considered singly or in continuity.

This can be illustrated through teacher's pronunciation and explaining, through reading or talking and the linguistic and phonetic rules that have already or just been taught. To make learners more responsive, the teacher provides a material with which they are familiar; lists new stumbling vocabulary; lets them know the title or theme, some information about the topic, characters and their roles and the setting where the situation takes place.

Viewing, the teacher makes pauses to clarify how a word or phrase is pronounced in someway or the other and how tense changes to match up to different situations and feelings. Then learners might make 'replications' by converting the listening material into oral presentations, written reports or notes.

Listening comprehension can be improved in various ways:

- Students could develop listening by following the tutor or a student reading a text, poem, story, paragraph, dialogue, an incident or accident recounted.

- The facilitator might prepare the learning situation for a tape recorder, radio or television where a whole course is recorded and announced through such mediums.

- The teacher dictates passages to be written down by students and listening comprehension is measured by the number of errors committed. He dictates even simple words, phrases or sentences.

- Learners are required to differentiate between slightly similar utterances (now: 'nau'and know: 'nδu').

- The teacher pays attention to transcription and different phonetic symbols. Besides, he teaches stress and how certain words in the sentence are stressed for special emphasis. Vowels, consonants and intonation in which a tone determines the nature of speech (excitement, anger, happiness, sorrow, etc) are also to be considered.

Developing Speaking

To develop speaking, it is necessary to repeat single words until pupils have good recognition, for less repetition inhibits children with learning disorders to get through classroom procedures.

Affirming concepts in written forms and then expressing them orally make pupils aware of what they do. It is easy, after that, to attempt more oral questions and answers, talk about what they study and improve their language proficiency levels.

Learning idiomatic phrases allows students to respond mechanically. Likewise, recognizing scripts for similar situations makes them possess the power of prediction of what they might hear or see.

Pupils shouldn't be forced to speak until they are able to do that of their own accord. In the beginning, the teacher talks simple language homogenous with pupils' language background. Pupils are encouraged to repeat and then produce oral phrases, sentences and speeches by themselves. Too much error correction affects pupils' confidence and obstructs smooth, fluid communication. A sense of self-correction is brought about by discerning the purpose of the whole learning process and by now and then conscious guidance.

The skill of speaking might be sustained as follows:

- Students read a lesson, a newspaper article, paragraphs of their own, dialogues and express them in their own words.

- They narrate a favourite story, experience or feeling.

- Sentences, paragraphs, dialogues might be prepared by learners and then expressed orally before the class.

- The facilitator arouses students' enthusiasm to relate verbally what they see in a picture, map, on television or computer.

- Learners listen to a passage recorded or read and summarize what they hear in their notebooks or momentarily attempt it orally.

Developing Reading

Learners move from guided to free reading texts. They also move from literal meaning recognition to search for 'ideas' and extract knowledge by themselves. Learners then work freely, feeling responsible for their performance and craving to venture through tasks. Consequently, they are able to think for themselves. The teacher's turn is to follow silently and check comprehension wherever necessary.

- Students provide the meaning of certain words in a passage. This can be achieved by:

  -putting words in acceptable sentences.

  -providing the native or foreign language equivalent.

  -giving opposites of words.

  -drawing or acting.

  -providing words of the same family.

  -finding words using prefixes and suffixes.

The teacher asks children to detect or discover the structure of a text or passage:

- He demands a summary or significant details of a passage.

- Students find out main ideas and examine what is intended beyond reading.

- They paraphrase the passage, using familiar equivalents and phrases to express meaning and the teacher intervenes in most critical moments.

- They convert the reading text into composition, dialogue or short notes.

- They may run oral discussion exchanging different ideas.

Developing Writing

Writing is a basic skill in which we translate what we know, hear, read and experience on paper. Let's consider the following procedures:

- The instructor writes sentences on the board and pupils copy them in their notebooks.

- Pupils may take dictation on a passage, prepared dialogue or paragraph.

- They come to know the principal steps of composition, letter or e-mail writing.

- They encounter disordered words or sentences and rearrange trying to find out the logical sequence.

- The teacher elicits how to complete a dialogue within known structures and words. Whole classes are specified to elaborate these concepts through practice.

- Learners give forth summaries or comments on passages, dialogues or whole books. Or they attempt paragraphs or essays on the material covered.

- They listen to a tape, radio, video or computer and write what they grasp.

- They transform written work into reading, getting information and spotting errors.

- They talk about the written content, running free conversations.

* * *

Group Work

The constant question that always bewilders EFL teachers is: "How can I be successful in class?" Some teachers might have the misconception that mainly achieving a great deal of vocabulary and grammar are quite sufficient and students can manage it successfully. Actually learners have real existence and their role in class shouldn't be underrated. Starting from students' nature and needs, their predisposition for language acquisition and their actual grade levels should be the first step toward prosperous instruction.

Potentially, learners possess a bulky stock of congenital talents and terrific plurality of options that need to be investigated and brought to light. Seemingly, human feelings and attitudes toward the achievement of ends are branching and diverse.

Unlikely, the destructive belief that learners completely depend upon the tutor in foreign language acquisition inhibits their freedom of self-expression and shackles their geniuses. To avoid this impediment, an enlightened and knowledgeable teacher maintains a flexible strategy along with a permanent analysis of students' differences and how they progress accordingly. It also includes his plans to modify or change techniques to cope with varying circumstances.

In more democratic classrooms, there is a great deal of liberty and collaboration. Students' entities are delicately respected and taken into account in certain definitive jumps up to learning. Democracy in its broad sense gives everyone a full right to express their own views, feelings and talents and contribute to decision-making positions. It makes room for their physical and intellectual faculties to grow in a fertile soil and add to the good of the community at large.

Apparently calm and peaceful, children might be neglected and their gifts buried in the dust for a long time. Deliberately and proficiently, however, an insightful instructor is to get the best out of students by means of the eliciting procedure. Children, hence, finely move from what is carved in their minds to rationalize and pump knowledge. So, the democratic leader and other members of

a collaborative institution are always absorbed in a rational experiment trying to reach something new.

What's a Discussion?

Discussion is an objective and flexible reproduction of ideas in organized and disciplined conditions in order to crystallize common concepts and perspectives or gain decisive solutions. A classroom agenda enlists groups of issues and opportunities that if skillfully invested through discussion, they would make massive change. Discussion in this way needs a facilitator, who is the tutor or another prudent student, to stream forth. The teacher's role is more like a chess player moving pawns in so artistic and skillful a manner that he overwhelms the game at last.

Discussion has many advantages. Through discussion:

- Students bring up variant ideas.

- They are to be open-minded to accept others' suggestions and admit differences of opinion.

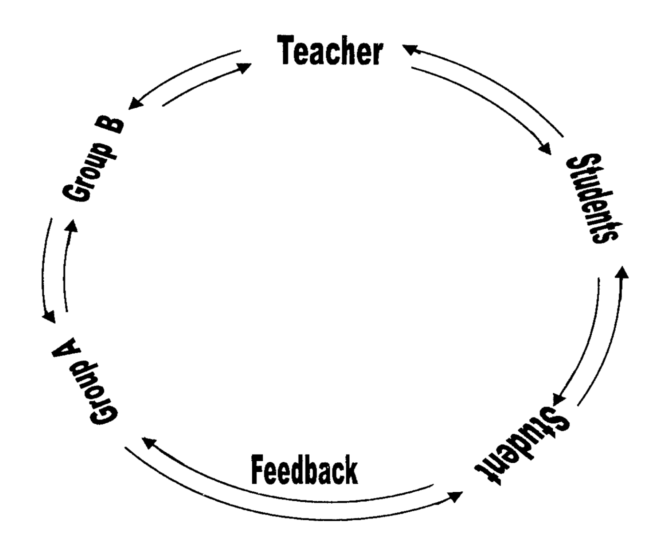
- They have the moral courage to adjust and amend their views and beliefs if proved to be false or unacceptable.

- They gain deeper insight and more knowledge resulting from the different ideas offered.

- They get accustomed to open-ended solutions.

- They are to be able to think and act creatively, logically, critically and fluently.

Students can co-operate in order to effect learning themselves. In this case, the cognitive process moves around in a dynamic circle as follows:



As we see, the teacher is basically the starting point of the circle that pushes interaction, but he is to be only considered as a single participant. The arrows go this way:

-An arrow from the Teacher to Students and a reversing one from Students as a feedback.

-An arrow from Students to Student and back to Students.

-An arrow from Student to (Group A) and the vice versa.

-An arrow from (Group A) to (Group B) and back.

-An arrow from (Group B) to the Teacher and turns again to (Group B).

Just as the workers in a plant co-operate in order to produce the final product, the members of a class can exchange creative ideas regarding a certain subject of a given course, effectively motivating the learning experience. Learners then become patrons in manufacturing learning, attaining confidence by an encouraging and facilitating teacher. The facilitator takes his assistants into an

interesting intellectual journey through the book, assigning its significant areas of study, re-evaluating and establishing a course of their own where different sources are to be fundamentally consulted.

The teacher now has resourcefulness and reflection on planning in which he imagines how he would create the appropriate situation for learning and which the learners convert into communicative learning experiences.

Learners are to be truly responsive; that is, they prepare lessons and bring in or create examples and exercises which would arouse excitement and understanding. The resourceful teacher engages them skillfully into listening to a tape or another student reading a text; talking about their experiences or a book they may have read; reading for pleasure and anatomizing or preparing letters and compositions at home which would be discussed and analyzed by them in original or reserved periods.

Finally, worth mentioning is the fact that a good comprehension and manipulation of the knowledge included in the content of the course is extremely important. Still, students' needs and their interaction in the classroom can not be ignored after all.

Now, let's have a look at the following reading passage extracted from the third year Secondary Book:

" Twenty years ago, many university students believed that once they had graduated, their education was complete. They would get a job and all they had to do was to work hard with the same employer until it was time to retire. In the modern world, most young people must expect to change employers several times in their working lives. Many of them will possibly become self-employed, running their own businesses.

.... They will need to acquire new knowledge and skills .... Lifelong learning means learning that goes on for life, from the time you leave full time education until after you retire. This is necessary because the world of work is changing a lot faster than it used to. For example, nowadays employers often only employ staff

on short-term contracts to complete a certain job. This keeps their costs down. Once the job is over, the employees have to look for another organization to employ them on other jobs.

To remain employable, individuals must be good at the jobs they are doing today and must also look ahead to learn the skills they need for jobs they may do in the future....The company (Tarek) works for....pays an outside company to provide special courses for its employees.

Nahla Zoheri lives in Sharm El-Shiekh. She is married with two teenage children....She would like to go back to work....She can't leave her family and become a student at a university in Cairo...The answer for Nahla is "distance learning." Distance learning is when teacher and students are in different places....Her professor communicated with her using state of the art teaching materials over the internet. She in turn communicated with them using e-mail and video conferencing....Undergraduate courses are open to every one.

The youngest student was 20 and the oldest was 94. The 94-year-old student graduated with an Arts degree.

To cover this topic: "lifelong learning", students first make a free preparation before hand. Students are now mature enough and burnt with self-assertion. The facilitator teacher might write a list of significant and new words on the board and starts reading the text or have a student read. But it is necessary that learners themselves undertake the reading mission. In turns, a student by student attempts reading parts of the passage while other students follow, correcting pronunciation and translating collectively or one at a time. The instructor goes about making modification where only necessary. He meditates on weaknesses and future repair work realizing that it is their project to develop and there is no interference, complication or tension. They are to enjoy the experience joyfully and fervently. The facilitator or students may raise questions, make enquiries, point out certain words or phrases or even complete structures, conjugations, derivations, grammar and so forth. But there shouldn't be extravagance and the points of discussion are to be specific and making room for other subsequent

issues. Of course, such interruptions are not to curb the continuity required to get overall understanding. For instance:

Teacher: Could you give other meanings for "necessary"? (in a passage)

Student A: Important.

Student B: Essential.

Teacher : Fine. What else?

Students: Basic, key, elementary....

So, students make use of their previous knowledge, readings or that springing from their special differences and gifts, effectively enriching the learning situation. After a variety of reading endeavours or enquiries, the team performs a discussion on the text. Learners are split into groups or make an open discussion bartering ideas, questions, answers and perspectives.

Each group might work together to provide the main ideas in the text:

Group A

-Learning past and present.

-Necessity of lifelong learning.

-Conditions of keeping a job.

-What's distance learning ?

-How Nahla joined distance learning.

Group B

-The nature of work today.

-Why lifelong learning is important.

-Knowledge and skills for the future.

-Learning without moving.

-Distance learning.

Now, the two samples are for learners to comment on and correct. A different student notices the inconsistency of Group A's last two ideas and adapts:

Student A: Group B's model is sound.

Student B: For the fourth idea, it might be said: How people learn from remote places.

Student C: Communication through distance learning, for the last.

Students might also summarize, write a short paragraph, fabricate written or oral dialogues, paraphrase the passage, ask and answer questions or finally run an oral discussion as will be illustrated. Group work really enables students to do things and projects together thus exploding their creative geniuses and explorative energies. Now, let's follow the next discussion in which a teacher strives to investigate learners' talents, persuading them to let their dazzling treasure buried inside come out to light.

A Classroom Discussion

(Eliciting, direct questions)

Teacher: What would you like to do after college?

Student A: I'd like to be an engineer.

Teacher: Does it require special skills?

Student A: I think I have to be excellent at maths and scientific matters.

(Challenging questions)

Teacher (to students): Why do you think it would be more difficult to get a job in the future?

Student B (a promising answer) : Perhaps the machine might replace man.

(Looking for alternatives)

Student C (creative) : I believe that the production of knowledge has doubled many times in a very short time and a worker has to read more and more to keep up with rapid developments.

(Synthetic skills)

Teacher (praising and moving) : Excellent answer. Now, what's lifelong learning ?

(The facilitator gives way for students to run the discussion by themselves)

Student D (traditional) : Learning that goes on from the time we leave full-time education until we retire.

(Improving the statement, using their own language)

Student E (independent) : It means that we continue learning after graduation all through our career life.

(Liberating and dropping barriers in the face of fluency and innovation)

Student F (flexible, abstract) : Learning that lasts all during one's lifetime.

(The facilitator interferes to push the discussion ahead hitting problematic areas to untie)

Teacher (logical) : Do you share me the view that there is a great difficulty keeping a job now?

(Learners motivated to attempt systematic and critical thinking)

Student G (incomplete, passive) : Yes, sir. That is right indeed.

(Giving different and fluent options)

Student H(positive, analytic) : I think the worker has to be competent and knowledgeable. The world is now being looked upon as a small electronic village, since gigantic knowledge travels fast through accurate telecommunications like the internet.

(The discussion gets hotter leading to affluence and more freedom to share)

Student I (helpful digression) : Such modern technology necessitates special and technical skills to cope with.

(Now, tongues are getting loosened and learners are concerned to undertake the task)

Students (more natural) : So the workers who wouldn't prove efficient would be replaced many times.

(Perhaps without guidance now, learners struggle to acclimatize to the situation, realizing it's something real, not fictitious and make prediction.)

Students (after confidential consultation) : In this case, we have to master extra skills not elaborated through the content. So, it is necessary to excel in the computer and the internet.

Student J (open-minded, merits) : Instead of keeping unemployed, one can run a project on his own.

Teacher (synthetic trying to connect thoughts) : You can do higher studies as well.

Student K (comparative thinking) : We should adopt the practice of Nahla joining distance learning.

(Students start getting benefit of the details provided)

Student L (elaborating the idea) : It's exciting to study at one's home or place of work, without having to travel.

Student M (radical, philosophic arguments) : Personal obligations might not enable us to continue pursuing knowledge.

Student N (flexible, broad) : As one lives, he must learn to surmount unfavourable circumstances.

(Learners become broad-minded and their abilities develop in a wholesome course)

Students (reasoning) : Distance learning makes it different. The teacher uses the internet, e-mails, videos and televised lessons.

Teacher (educational joke) : You may want to be like that old man with an Arts degree.

This book strives to assert the coming central pillars :

- The starting point is students' actual capabilities and teacher skill to guide.

- Schools have to embrace the key aim of learning a foreign language.

- Deepening the concept of participation among all members involved in education through the proceedings of the school year.

- Creating a mutual understanding between the teacher and learners.

- Learning is a set of steps that need to be arranged and pursued and it is not haphazardly conducted.

- Learning is students' own business to run; they are not just passive viewers.

- The teacher's vocation is restricted to clarifying and facilitating; he is a single ingredient.

- Equipping curriculums with original materials to cope with instant and flashy changes.

- This research is most convenient for students who suffer from learning disorders.

Summary

Traditional approach practices revolved around the teacher as the main source of learning. Developing perceptible areas of student personality growth requires building upon child experiences and enlisting lively participation. Learners are basically the chief producers of learning. Energetic contact within the educational circuit stems from sound preparation and serious proclamation of strategies and procedures, allowing parent contributions. The tutor's turn is to breathe life into the syllabus, disassembling and assembling active experiences. Applying concepts needs to be fully aware of linguistic and phonetic relations overall and integrated. Reading and writing are two fundamental skills that need to be enhanced in earliest stages. Getting dialogue interlaced with structure makes pupils ardent to follow and apply, as it is easy to recollect fresh steps that has just been made clear. It is thrilling also to have pupils install separate constituents in a single whole. Last but not least, learners become patrons, side by side with the teacher, in setting up the learning construction by exchanging ideas and collaborating.

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Slides 3,5.

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